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MIAMI UNIVERSITY BULLETIN

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June, 1921

Annual Reports of the President, the Deans, and Other Officers of Miami University

1920-1921



OXFORD, OHIO

Miami University Bulletin

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Annual Reports of the President, the
Deans, and Other Officers of Miami
University, for 1920-1921

Presented to the Board of Trustees at
the Annual Meeting, June 13, 1921

Oxford, Ohio
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June, 1921

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1920/21 - 1923/24

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The Report of the President

I. Students

ATTENDANCE

College Year The enrollment for the college year, September, 1920, to June, 1921, omitting the students who entered for the first term of the summer session May 9, was 1062.* This is an increase of 13, or 1.2%, over last year.

The change in the distribution of students in the college is shown as follows:

Liberal Arts College	603 to 581, a loss of 22, or 3.6%
B. S. in Education	197 to 217, a gain of 20, or 10 %
Teachers College	249 to 264, a gain of 15, or 6 %

A further analysis shows that the distribution of men and women has changed as follows:

	Men				Women			
	1919-20	1920-21	Gain	Loss	1919-20	1920-21	Gain	Loss
Liberal Arts College .	429	428	..	1	171	153	..	18
B. S. in Education ...	40	34	..	6	157	183	26	..
Teachers College....	10	11	1	..	239	253	14	..

Summer Terms The enrollment for the six-weeks terms of the summer session was as follows:

	Spring term	1st 6 weeks	2nd 6 weeks	Total
1916 .....	....	747	145	892
1917 .....	....	551	158	709
1918	114	576	229	919
1919	140	532	186	858
1920	195	734	253	1,182†

Extension Teaching The enrollment in extension work for the past six years has been as follows:

	CLASSES		STUDENTS		Average Enrollment
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	
1915-16.....	13	12	213	165	189
1916-17.....	15	10	243	132	187
1917-18.....	20	19	459	395	427
1918-19.....	16	16	346	288	317
1919-20.....	18	19	473	402	437
1920-21.. ..	18	20	432	507	469

*Not counting 31 students who withdrew within two weeks.

†Duplicated names, 208; net total, 974.

While no fee for extension classes was charged from 1917 to 1920, during the present year a fee of \$5.00 a semester was charged.

McGuffey Schools The enrollment in the William McGuffey Schools for the past five years shows a good growth:

	Kindergarten and Grades I-VIII	High School	Total
1916-17.....	224	70	294
1917-18.....	222	83	305
1918-19.....	214	118	332
1919-20.....	221	125	346
1920-21.....	295	132	427

Average Attendance For the past six years we have recorded the actual number of students in attendance each week of the college year, and from this data have calculated the actual average attendance for the college year. The accompanying chart shows the attendance for 1920-21.

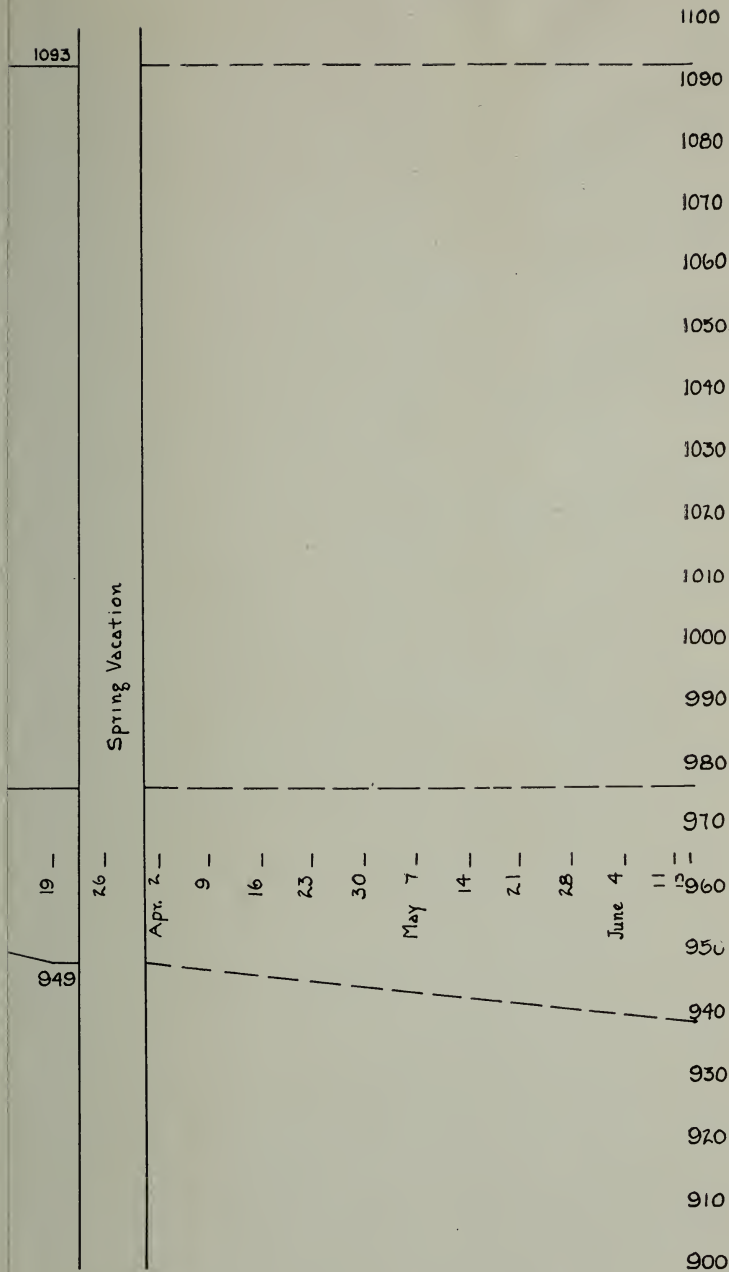
The following table shows the comparison of the attendance for the past five years:

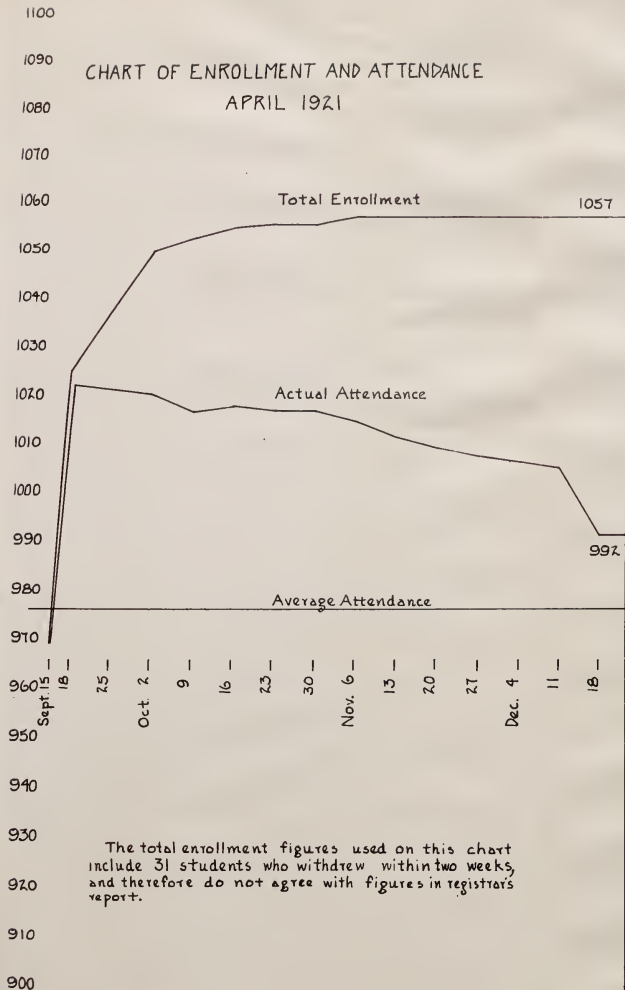
	Enrollment Sept.-June	Withdrawals	Attendance June	Average Weekly At- tendance Sept.-June	Relation of Average At- tendance to Enrollment
1915-16.....	793	89	704	727	91.7%
1916-17.....	897	77	815	836	93 %
1917-18.....	836	100	728	770	92 %
1918-19.....	1027	307	720	806	78.4%
1919-20.....	1064	164	900	950	89.3%
1920-21.....	1093*	153†	940	977	89.5%

Withdrawals 1920-1921 From the beginning of the college year to April 9, 145 students have withdrawn from college. Of these, 31 withdrew during the first two weeks and were not counted in the total enrollment, listed on page 5; they are included in the following list, however. The very difficult housing situation in Oxford this year undoubtedly contributed considerably to the dissatisfaction at the opening of the year. The reasons for withdrawals for the past two years are stated below so far as we could ascertain them:

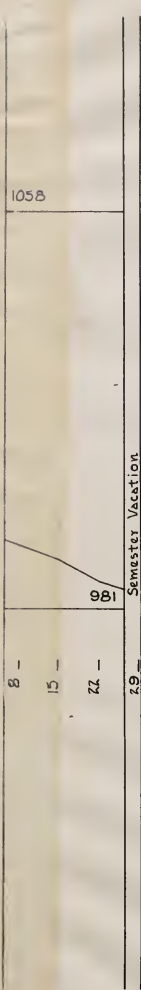
*Including 31 students who withdrew within two weeks.

†Estimated total withdrawals.

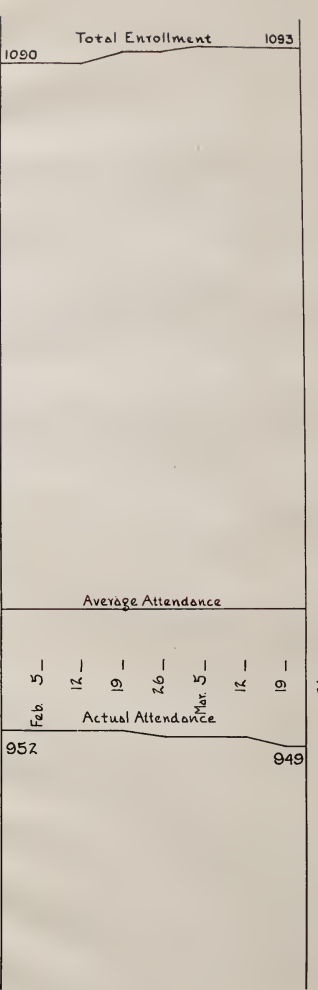




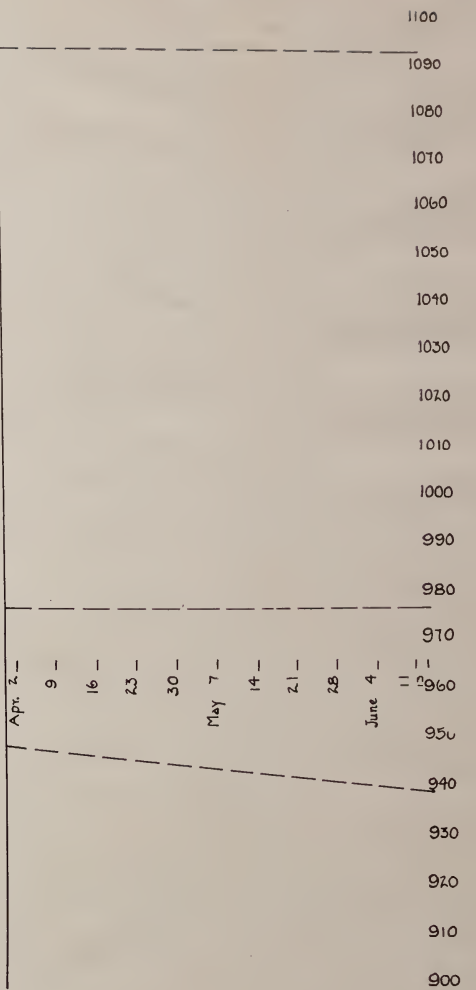
Christmas Vacation



Semester Vacation



Spring Vacation



	1919-20	1920-21
Low scholarship.....	50	45
Reason unknown.....	14	6
Poor health.....	21	30
To enter another college.....	17	10
Dissatisfied.....	15	14
Completed course first semester.....	10	9
Needed at home.....	9	13
To enter business.....	9	7
Finances.....	5	5
To teach.....	2	0
To be married.....	1	6
To travel.....	1	0
Death.....	1	0
	155	145

HEALTH

Report of Medical Director The report of the medical director shows that for the first time we have given every student in college a physical examination during the year. We have also carried on the regular work of the clinic and hospital with little serious interruption.

Two cases of small-pox among the students and the compulsory vaccination of all the students made some trouble and considerable extra expense, but no serious sickness resulted.

A good many light cases of influenza kept the hospital rather full thruout the winter.

Ten or fifteen cases of scarlet fever among the students of the William McGuffey School very largely disorganized the work of the grades during February and March. Fortunately, no very serious sickness resulted and no cases developed among Miami students.

As we continue this work its importance grows and also its possibilities with slightly better facilities. The new hospital is very seriously needed and at the earliest possible date.

Resident Nurses Miss Mabel D. Hannabery, head nurse, resigned April 1, 1921, to accept the position of head nurse at the Children's Hospital in Cincinnati. Miss Hannabery has done exceptionally fine work for us. She has given most generously of her time and strength thru many difficult periods and we greatly regret losing her.

Miss Steinbaugh's services have only been second to those of Miss Hannabery. She has been promoted to the position of head nurse.

Miss Kathryn Batey, of East Liverpool, Ohio, a graduate of the Cincinnati General Hospital Training School last spring, has been appointed assistant nurse. Since her graduation she has served as assistant supervisor of the operating department at the Cincinnati General Hospital.

SCHOLARSHIP

Comparison of Averages In the four-year courses the averages for the first semesters for the past five years have been as follows (Missouri grading system, A=130, C=100): 98.7, 99.02, 88.3, 100.2, 100.21. For the second semesters the averages have been 102.8, 105.03, 106.03, 104.4, 103.2. The last figure is for the second semester 1919-20.

Scholarship Trophy The men's fraternity scholarship trophy was won by Sigma Chi for the second semester 1919-20 and also for the first semester 1920-21. This marks a brilliant advance in scholarship in this fraternity. Delta Theta Chi, a local society established in 1920, outranked Sigma Chi in scholarly standing but was not eligible for the competition on account of the small membership last year.

It is gratifying to note that seven of the ten fraternities and five of the seven four-year sororities as well as the independent men and women were represented among the membership in the active chapter of Phi Beta Kappa, the honor society, this year.

Phi Beta Kappa At the annual election in March the following students were elected to Phi Beta Kappa:

Juniors: Daniel George Arnold, Tiro; Mary Lee Page, Bethel; Sophie Paul Nickel, Connersville, Ind.; Grace Mildred Sproull, West Union.

Seniors: Harold Forest Angus, Fremont; Dorothy Maxwell Bertch, Liberty, Ind.; Mary Minerva Cannon, Canal Winchester; James Ahlefeld Flanagan, Kenton; Thomas Llewellyn Greer, Douglas, Mich.; Harold Edward Israel, Connersville, Ind.; Robert A. Rogers, Lyndon; Chauncey Elwood Sanders, Chicago, Ill.;

Hewitt Vinnedge, Chicago, Ill.; Rohe Walter, Dayton; Paul Russell Weidner, Mulberry, Ind.

Seniors elected last year as juniors: John H. Griffith, Venedocia; Lillian A. Miller, Dayton; Edward F. Potthoff, Sharonville; Jessie Van Gorden, Hamilton.

Quality of Work While it is always difficult to compare the quality of the college work of one year with that of another, there are some indications that the work this year is quite as good as the work of last year and better than that of 1918-19. The average of the four-year students for the first semester is identical with the average for the first semester last year.

Of the students in the Arts College, 146 are in the Honor Group April 1, as against 133 at the same time last year. The Honor Group comprises the students who maintain a B average or better.

Thus far there have been dropped for poor scholarship from the Arts College 28 students, and 53 are on probation. Those on probation are chiefly freshmen.

Freshmen of High Scholarship The following students are ranked highest* in the freshman classes at the end of the first semester.

Liberal Arts College: Miriam F. Krampe, Dayton; Merton Phillips, Fremont; Freda Hansen, Madison, Wis.; Grayson Kirk, Jeffersonville; Mabel Hessler, Piqua; Russell Evans, Dayton; Letha Birch, Crawfordsville, Ind.; Mary Alice Kimmel, Greenville; Harold Garrison, Blanchester; Lillian Hempel, Cincinnati.

Bachelor of Science in Education: Mae Drake, Troy; Marie Riley, Middletown; Glenn Webster, Middletown; Olive Burdsall, Seven Mile; Edna Lichti, Urbana; Norma Wolfe, Ansonia; Dorothy McDermott, Hillsboro.

Teachers College: Leona Ehrhard, Cincinnati; Eleanor Barkman, Osborn; Mary Townsend, Celina; Lois McCashen, Urbana; Anna Custer, Hillsboro; Mary Hendrickson, Urbana; Marion Neill, Venice; Heloise Henault, Salem; Mildred Young, Sidney; Grace Leonard, Fremont; Iona Devers, Trotwood; Alice Darby, Cincinnati; Naomi Earhart, Norwood; Mary Louise Williams, Sharonville; Marjorie Fouke, Fremont; Nellie Lauderback, Middletown.

*Averaged from 130 to 120, Missouri System: A=130, B=115.

BENEFICIARY AID

The complete reports of the several loan funds appear in the Appendix.

II. Alumni

Number of	Arts College, 1852-1873	109
Living	Arts College, 1888-1920	1024
Graduates	B. S. in Education 1914-1920	128
	Teachers College, 1903-1920	895
		<hr/> 2,156
	Duplicated names	67
	Total living graduates	<hr/> 2,089
Mailing List	Four News Letters are mailed to the alumni and to about 2000 former students each year.	
Million Dollar Campaign	See page 16.	
Relation to Other Colleges	See Appendix.	

III. Gains

STUDENTS

1. **Scholarship** for the year has been gratifying. Fourteen of the nineteen social groups among the four-year students had one or more members elected to Phi Beta Kappa.

2. **The spirit of the students** has been very much better than last year—better cooperation with faculty; finer attitude toward college life.

3. **The health** of the students has been better guarded than ever before. All students were vaccinated this year and all were given physical examinations by the Medical Director.

UNIVERSITY STAFF

4. **A Fellowship in Dramatic Literature** established last year has brought Mr. Percy MacKaye to Miami; his presence and work here have been stimulating and profitable to faculty and students and Mr. MacKaye has carried on his work agreeably.

5. **The State Pension System** has become operative for all Miami teachers, affording a maximum retiring allowance of about \$1,000.

6. **Latin, German, astronomy, and surveying classes** have increased materially in enrollment.

7. **A redistribution of rooms in the Main Building** has thrown all teaching of closely related subjects into adjoining rooms and has provided an increase in office accommodation for the faculty of the College of Liberal Arts.

8. **The Boarding Department** has been run more satisfactorily than heretofore due to more adequate charge, slightly lower prices, and a better staff.

STATE APPROPRIATIONS

9. **Provision for training teachers for subnormal children** has been established at Miami with an appropriation of \$10,000 a year.

10. **State appropriations for support** were increased from \$228,715 for 1920-21 to \$272,222 for 1921-22. Since the accumulation of fees collected in the spring of 1920 was held over as a reserve and included in the budget disbursed this year, the actual increase in the budget of this year over last is very slight.

11. **A state levy for buildings** of $\frac{1}{8}$ mill on the grand duplicate of the state will provide about \$900,000 a year for Ohio State University and about \$175,000 a year each for Ohio and Miami.

12. **State appropriations** have been made that will provide for—

150 H. P. Boiler erected in place.....	\$ 7000
Brick stack for power plant	11,000
Direct radiation, South Pavilion, McGuffey Hall....	2,000
Electric motor for fan, McGuffey Hall ...	500
Walks, drives, and grading....	3,000
Lunch room and laboratory, training school.....	3,200

BUILDINGS AND GROUNDS

13. **The Building Fund Campaign** has resulted in 1629 subscriptions totaling \$150,000 (April 10, 1921).

14. **The Practice House for Home Economics** has been provided and equipped and has been in successful operation this year.

15. **A temporary dining room** 27x81 feet has been erected east of Bishop Hall to provide accommodations for the increased enrollment of the May term and for additional students next year. It will be removed as soon as an additional women's dormitory is completed.

16. **The MacKaye Studio** has been built in the lower campus.

17. **The contract for the paving of Patterson Avenue** has been let.

18. **The Ells property** south of the campus has been purchased. The property consists of four acres and a brick house.

19. **The Goshorn house and lot** south of the campus have been purchased.

20. **The Ewry house and lot** south of the campus have been purchased.

21. **The Bonham lot** of about one acre, south of the two houses mentioned above, has been purchased.

22. **The Patterson lot** of 11½ acres between Patterson Avenue and Maple Avenue has been purchased.

23. **The Selby house**, located adjacent to the girls' athletic field, has been purchased.

24. **Outside painting** has been completed at East Hall and Lewis Place.

25. **The coal storage** capacity has been materially increased to a total capacity of about 600 tons.

26. **Seventeen hundred and twelve square feet of cement walk** have been laid on the campus.

27. **A new floor** has been laid in the McGuffey Gymnasium.

IV. Needs and Possible Gains

STUDENTS

1. **Methods of admission** which will reduce materially the number lacking in ability or preparation to carry college work.
2. **System of control of student activities** which will prevent students from undertaking more of this work than can be done without serious interference with their class work.
3. **More effective detection and encouragement of superior ability** in students.
4. **Home economics instruction** for Liberal Arts women.

FACULTY

5. **A further increase in salary scale.** While the increases reported are gratifying, still further increases should be made as soon as possible. I suggest the following scale:

Professors.....	\$ 2500—\$4000
Associate Professors.....	1800— 3000
Assistant Professors	1500— 2500
Critic Teachers.....	1200— 1800
Instructors	800— 1500

6. **Publication fund** for publishing scientific, literary, and educational monographs prepared by the faculty.

7. **Fund for scholarly advancement of the faculty** of from \$1,500 to \$2,000 a year, to pay traveling expenses, to assist in research and study.

8. **Building fund for faculty** to loan faculty members on second mortgage to enable them to borrow from Building and Loan Association and build their homes.

ALUMNI

9. **Alumni secretary and publicity man** for Miami.

10. **Alumni Loyalty Fund** more widely and more largely supported. The alumni of Miami should contribute at least \$10,000 a year to the University.

BUILDINGS

11. Additional buildings needed:

Women's Dormitory	\$ 200,000
Hospital	75,000
Men's Gymnasium	300,000
Women's Gymnasium	250,000
Recitation Hall	300,000
Model School Building	250,000
Addition to Chemistry Building	40,000
Addition to Library	100,000
Addition to Auditorium	100,000
Observatory	50,000
Physics and Mathematics Building	200,000
Men's Dormitories for 500 men	750,000
Men's Building	150,000
Women's Dormitories for 500 women	750,000
Women's Building	150,000
Administration Building	100,000
Music Building	100,000
Industrial Arts Building	30,000
Total	<u>\$3,845,000</u>

The immediate urgent needs are for (1) a comprehensive plan of campus development; (2) hospital; (3) women's dormitory; (4) men's dormitory (Ogden Hall); (5) men's gymnasium; (6) women's gymnasium; (7) recitation hall; (8) enlargement of library. All of these buildings are needed *now*.

ENDOWMENTS

12. **A Loan Fund of \$100,000** for both men and women. Such a fund would mean much to many of the best young people in the state.

13. **Lecture Endowments.** One important phase of education is very seriously neglected if an opportunity is not given students to hear lectures, addresses, and sermons by men and women who are active in the world's work.

A University Service is held once each month at which a sermon is preached by a well known clergyman. Our funds are so limited that it is possible to invite only those men who live rather near Oxford. We should have for these services an endowment of. . . \$ 20,000

Lectures for Women Students are commanding more and more attention thruout the country. It is of extreme importance that the women students should be equipped to go out and meet the special problems that confront them, and we need for such lectures an endowment of \$ 10,000

General University Lectures on general subjects—art, music, literature, science, current day topics—would do much to enlarge the view of our students and we should have for this purpose an endowment of \$ 25,000

14. **Endowment for upkeep and beautification of campus.** A stranger visiting a college forms his first impression of the worth of the college according to the general appearance of the campus. A well-kept campus also has an educational value for the students of the college. During the past few years we have used the services of landscape gardeners and architects in planning walks and drives and in planting shrubbery. Much more of this work should be done, and for it we should have an endowment of \$25,000.

MISCELLANEOUS

15. **Comprehensive plan for developing campus** including all buildings for next 50 years.

16. **Consummation of the Million Dollar Campaign** for Miami.

17. **Development of playing fields** into well-built football and baseball fields and tennis courts.

18. **Completion of the program of walks and drives.**
19. **Continuance of program of planting trees and shrubs.**
20. **Sprinkler system for fire protection in Chemistry Building and Brice Hall.**

V. State Appropriations

The State Appropriations for 1918-19 to 1922-23 are given below:

Maintenance	1918-19	1919-20	1920-21	1921-22	1922-23
Salaries	\$155,700	\$167,355	\$167,355*	\$193,240*	\$193,240*
Summer Term.....	14,000	14,000	14,000	14,000	14,000
Wages	7,000	7,000	7,000	8,000	8,000
Unclassified Service ...	100	100	100	340	340
Supplies	11,960	15,525	21,131	23,775	23,775
Materials	900	1,000	1,000	250	250
Equipment	9,360	7,900	7,900	9,100	9,100
Open Order Service ...	14,300	14,625	14,625	23,550	23,550
Fixed Charges	1,210	1,210	1,210	967	967
Pension Contribution ..	.....	.....	.....	8,000	8,000
Total	\$214,530	\$228,715	\$234,321	\$281,222	\$281,222

Additions and Betterments, 1921-23

Women's Dormitory	\$150,000.00
Lunch room and laboratory, training school	3,200.00
150 H. P. boiler, complete, erected in place.....	7,000.00
Brick Stack, Power Plant.....	11,000.00
Direct radiation, South Pavilion, McGuffey Building	2,000.00
Electric motor for fan, McGuffey Building	500.00
Walks, drives, grading	3,000.00
Total	\$176,700.00

VI. Gifts

1. **Subscriptions to the Million Dollar Campaign.** At the date of writing this report \$150,000 has been subscribed to the campaign by 1630 different donors, almost all of them being

*Prior to February 1, 1920, all fees collected by the University were paid into the State Treasury and were not available for the use of the institution. By a law enacted early in 1920 the fees were appropriated for Miami in addition to other monies appropriated for salaries. Thru this action the following amounts became available in addition to the above appropriations:

1920-21	\$ 62,075.00
1921-22	54,200.00
1922-23	56,000.00

Miami people. The response and especially the spirit of the response, and the interest in the campaign, have all been most gratifying.

When we undertook the campaign the following facts were before us:

a. The enrollment has more than doubled in the past ten years and all indications point to 1800 or 2000 students within ten years. See pamphlet, "37,000 Students in Ohio in 1930" and "The Next Ten Years at Miami."

b. We need \$3,800,000 in buildings to provide fittingly for our growing student body. See list under "Needs," page 14.

c. While the state has been and is favorably disposed toward Miami, the taxation system limits available funds. While we expect and must receive large increases in annual maintenance, and while we are expecting to ask the Legislature for \$2,000,000 for buildings and improvements, we still cannot hope to get enough from the state in the next ten years to nearly meet our needs. See table of state appropriations 1885-1921, pages 16-17, President's Report, June, 1920.

d. While the state has built dormitories for women and educational buildings, it has shown little disposition to build hospitals or gymnasiums or to provide for the health or physical development of students.

e. Miami, with very limited facilities, has done notable work in intramural athletics and has had a remarkably large percentage of the student body participating. We have done very creditably in intercollegiate athletics. We have done an unusual piece of work in providing for the care of the health of the students thru our resident physician and nurses. With adequate facilities we can take a position of recognized leadership in all this important work.

f. The health and physical well-being of the youth of southwestern Ohio should not wait ten years or more for adequate care.

g. The alumni and friends of Miami have urged that we push such a campaign.

Objects of Campaign

College Hospital.....	\$ 75,000.00
Men's gymnasium, a memorial to Miami men who served in the war	300,000.00
Women's Gymnasium.....	250,000.00
Development of Playing Grounds	75,000.00
Addition to Alumni Library.....	100,000.00
Loan Fund for Students.....	100,000.00
Endowment of Fund for University Preachers.....	20,000.00
Lecture Endowment	50,000.00

As the campaign has progressed our faith in its success, as well as our conviction of its necessity, has grown.

We now definitely expect to secure a total of \$250,000 from the Miami alumni and former students in relatively small sums. Approximately 2500 are yet to be seen and from them we count on securing \$100,000 in addition to the \$150,000 already subscribed.

The balance of \$750,000 must be secured from men and women of large means. With over 5000 Miami men and women actively interested in this campaign and located all over the country, it should not be very difficult to reach our goal. Our success depends wholly on the enthusiasm and energy of Miami alumni.

The urgency of a hospital, a men's gymnasium, a women's gymnasium, and larger loan funds are peculiarly pressing. The state has shown by her appropriations for buildings her interest in and appreciation of our needs. The state will take care of our educational buildings and of our women's dormitories, but we must provide the above-named buildings and loan funds if we are to enjoy them.

2. The Samuel Spahr and Ann Maria Laws Scholarship. Dr. S. S. Laws, of the Class of 1848, bequeathed to Miami University the income from certain property which is to be held in trust and accumulated for 40 years. At the end of this period the income is to be paid to Miami by the trustees of the will for the maintenance of the above scholarship.

3. A handsome oil portrait of Honorable Whitelaw Reid, '54, was presented to the University by Mrs. Reid. Mrs. Reid also presented the University with the life of Mr. Reid in two volumes by Royal Cortissoz.

4. **A considerable number of books** have been presented to the University during the year, as noted in the report of the Librarian. Dr. S. C. Ayres, '61, Dr. G. W. Dubois, Dean E. E. Brandon, Professor S. J. Brandenburg, '04, Dr. D. H. Evans, '58, each presented a number of books.

5. **A free scholarship** in the Bachelor of Science course was maintained during the year by Mr. George C. Welliver, of Oxford.

6. **A portrait of Mr. O. V. Parrish, ex-'67**, a member of the Board of Trustees since 1900, who died January 10, 1921, was presented to Miami by his sons.

VII. Faculty

ORGANIZATION

No change in the organization of the faculty has been made this year.

IMPORTANT OFFICIAL ACTION

Students having three unexcused absences in physical education may be dropped from college by vote of the Executive Committee of their college on the recommendation of the department of physical education.

Excepting the physical education requirement, which is an additional requirement, a student to be eligible for graduation must have completed at least 120 credit hours which award not less than 240 credit points as follows: A, 4; B, 3; C, 2; D, 1. That is, each letter grade will award its quota of credit points for each credit hour represented by the letter grade.

Absences incurred by students while representing the University in any official capacity that is recognized by the administration shall not be counted in the functioning of the thirty-absence rule.

Students who receive grades averaging less than C for the semester preceding the general student election are ineligible for any position to which students elect. Furthermore, any elected officer whose grade falls below C at any time in any period of formal report shall be forced to resign.

FACULTY CHANGES

See Appendix.

OUTSIDE WORK AND LECTURES

See Appendix.

PUBLICATIONS

See Appendix.

VIII. Administrative Officers

Andrew Dousa Hepburn, A. M., D. D., LL. D., Professor of English, Emeritus since 1908, died at his home in Oxford February 14, 1921, at the age of 90 years.

Dr. Hepburn was graduated from Jefferson College in 1851. He studied at the University of Virginia 1851-53 and was graduated from the Princeton Theological Seminary in 1857. Later he was a graduate student at the University of Berlin. His academic training was most exceptional for his day.

From 1858 to 1860, Dr. Hepburn served in the pastorate at New Providence and at Harrisonburg, Va. From 1860 to 1908 he taught, serving in the following positions: Professor of Logic, Rhetoric and English, University of North Carolina, 1860-67; Miami University, 1867-73; President of Miami University, 1871-73; Professor of English, Davidson College, 1874-77; President of Davidson College, 1877-85; Professor of English, Miami University, 1885-1908; Dean of the College of Liberal Arts and Vice President, Miami University, 1902-08.

With the death of Dr. Hepburn the college loses the last of the men who taught in the Old Miami of 1873. In all the history of the institution no man had more friends among the students and no man meant more to the boys who enjoyed his counsel and friendship. Dr. Hepburn was a man of very unusual scholarly training and a man who profited by every scholarly opportunity he had. He was a Christian gentleman, an enduring friend, a man of unusual courage and of quick sympathy. His services have been a great blessing to Miami and thru her to many men.

Dr. Alfred H. Upham, Professor of English, University Editor, Alumni Secretary, and Director of the Campaign, resigned December 1, 1920, to enter on the duties of President of the University of Idaho. Dr. Upham had been so intimately connected with the administration of the University for so long a time and had been so active as our representative with the alumni that his resignation was a very great loss and one that cannot soon be replaced. Dr. Upham is an able and most acceptable teacher and an efficient and congenial colleague, and his departure has weakened our faculty. He is followed to his new field by the best wishes of all the staff.

Miss Clara M. Feeney, Director of Institution Economics, resigns June 1, 1921. Miss Feeney came to her present position in 1916, organized the work on its present basis, and has contributed very largely to its success. During the war, when many appointments attracted her, she remained with us and carried the Boarding Department thru the difficulties of those years. Under her supervision her department has reached a high place relatively among similar departments in other institutions. She has done a fine piece of work and we see her leave with regret.

Mr. Wallace P. Roudebush, on the withdrawal of Dr. Upham, has assumed a large responsibility for the campaign and most of the progress from \$84,000 December 1, to \$150,000 April 10, has been due to his planning and work. If more of his time could be released from routine work he could serve Miami most profitably in some larger matters connected with the campaign and with our building program.

During Dr. Heckert's absence on leave during the second semester of this year, Professor Guiler has carried the responsibility of Director of the Training School.

During the absence on leave of Professor Brandenburg, at University of Wisconsin, Miss Jennie Unglesby has carried the duties of head librarian and the work of the library has been carried on very effectively.

Miss Helen Wray was appointed bookkeeper last summer, in charge of boarding and storeroom accounts.

IX. Trustees

CHANGES IN THE BOARD

Two of the most prominent members of the Board of Trustees have died during the year—Mr. F. M. Coppock on November 7, 1920, and Mr. O. V. Parrish on January 10, 1921.

Mr. Francis M. Coppock, A. B. 1873, Ph. D., Heidelberg, 1876, was appointed a trustee in 1899. He served faithfully in many capacities and was devoted to the interests of Miami. At the time of his death he was a member of the Executive Committee, and of the Committees on Law, Degrees, and Efficiency.

Mr. Oakey V. Parrish was a student at Miami 1860-63. He was appointed to the Board in 1900 and gave of his time most generously to the University. Mr. Parrish was active in Ohio politics and used his influence for the good of the University at all times. He was very active in the present Miami Campaign and was very influential in supporting it. At the time of his death Mr. Parrish was chairman of the Committee on Finance and a member of the Committees on Building and Legislation.

Mr. Dwight Hinckley, a student at Miami 1893-95, president and manager of the Dwight Hinckley Lumber Company, of Cincinnati, was appointed a trustee November 2 by Governor Cox. Mr. Hinckley's father, Dr. Herchel D. Hinckley, served as a trustee 1890-99.

By the Reorganization Bill recently passed by the Legislature the State Superintendent of Public Instruction is ex-officio a member of the Board, sitting with the Trustees, but not voting. Honorable Vernon M. Riegel thus becomes a member of our Board of Trustees.

MEMBERS AND COMMITTEES OF BOARD

See Appendix.

ACTION

1. Inventory of Equipment. There was presented to the Committee on Equipment and Supplies at the annual meeting in June, a complete inventory of the equipment and supplies of the

University, showing in detail the name, number, and value of each article, and setting out something more than 89,000 separate items of the total valuation of a little more than \$280,000 (based largely on cost price). The committee recommended and the Board voted to make this inventory continuous.

2. **Fellowship in Dramatic Literature.** It was voted that a fellowship in dramatic literature be granted Mr. Percy Mackaye, poet-dramatist, for 1920-21.

3. **Retirement Fund for Teachers.** The Board accepted all the requirements and obligations of the Act of the Legislature providing a state-wide retirement system for teachers in schools supported wholly or in part by public funds, as found in Laws of Ohio No. 108 Part 1, pages 195-215 inclusive.

4. **Co-operation of State-supported Institutions.** A committee was appointed to cooperate with the other state supported educational institutions in working out the best possible methods of securing the financial support necessary to meet the needs of the growing institutions.

5. **Million Dollar Campaign.** "To provide for the greatly increased growth of the University, to secure buildings and equipment which are absolutely necessary and which require funds in excess of those provided by the state, and to maintain the University in that place among the institutions of learning which it occupies and should continue to occupy," the Board authorized that an appeal be made to its alumni and former students and to the friends of higher education for a building endowment fund of one million dollars.

6. **Purchase of Property.** The president was given authority to arrange for the purchase of the Selby, Ewry, Goshorn and Ells properties.

7. **Summer School and Extension Fees.** Fees of \$5.00 for each six weeks term of the summer school beginning with the session of 1921 and of \$5.00 for each course in extension classes beginning with the year 1920-21 were authorized.

8. **Price of Board and Room.** The charge for room rent was increased from \$1.75 per week to \$2.00 per week and the price

of board from \$3.50 to \$4.50 per week for women and from \$4.25 to \$5.00 per week for men.

9. **Medical Fees.** The medical fee for students in the regular college year was increased from \$6.50 to \$8.00 a year and a charge of \$2.00 per day in the hospital for summer school students was authorized.

10. **Home Economics Practice House.** A plan for the remodeling of the Mitchell House for use as a practice house for the home economics department was approved.

11. **Insurance.** The Secretary was directed to increase the insurance on all dormitory buildings by a sufficient amount to protect them fully and to urge upon the Legislature the advisability of making adequate appropriations for insurance on educational buildings.

12. **Automobile Rule.** It was voted that students be not permitted to keep automobiles in Oxford.

13. **Temporary Dining Hall.** It was voted that a temporary dining hall be erected east of Bishop Hall and connected with the Bishop Hall kitchen, to be used until a new girls' dormitory is erected, at which time it is to be torn down.

14. **Fire Truck.** The Board approved the proposal that the University cooperate with the village of Oxford in the purchase of a suitable fire truck and directed the President to take steps to secure the necessary appropriation.

X. Conclusion

There are three outstanding features of the year just finished: a markedly better spirit of cooperation and work among the students; the progress of the Campaign for \$1,000,000 for buildings; the passage of the Fouts Bill levying $\frac{1}{8}$ of a mill for a building fund for the state universities.

Each of these matters warrants large satisfaction on the part of all interested in Miami. Our responsibilities and our problems are growing rapidly. The advances of the year will help us to meet them.

I cannot emphasize too strongly the necessity of taking a big view of Miami's future. Most educational institutions have been embarrassed by short-sightedness on the part of their leaders. It is difficult to look into the future. However, no greater responsibility rests on the shoulders of the trustees and of their administrative agents than to endeavor to guide Miami's interests wisely in the light of her probable larger service in the future.

In closing, I would repeat the advice which Dr. Hepburn gave me when I was charged with my present responsibilities. He said that the success, the growth in quality of work and character and influence, and the standing in service and reputation of Miami would depend chiefly on the unity and cooperation and sympathy of Trustees, Faculty, Students, and Alumni. His judgment was sound. With our growth and enlarging burdens it is vital that we cherish the unity of purpose and spirit that has distinguished Miami in the past.

R. M. HUGHES,
President.

The Report

of the

Deans of the College of Liberal Arts

It has seemed best to the Deans of the College of Liberal Arts to collaborate in their report for the academic year 1920-21. The nature of their task has made it almost impossible for them to make separate reports, and at the same time give a clear and intelligent outline of the year's work.

The report is divided into five sections as follows:

- I. General
- II. Scholarship
- III. Student Direction and Control
- IV. Moral Development of the Students
- V. Significant Statements and Recommendations of the Departments.

I. General

The Staff The beginning of the college year was marked by a greater number of changes in personnel than has been known for many years. One professor of economics was absent on sabbatical leave and the head professors of public speaking, English, and physical education had been called to other positions. Three other members of the staff had resigned and two new places were created. Nine members of the staff were, therefore, new to the work. However, the new members of the staff for the most part proved able and efficient and adapted themselves readily to the new surroundings; so that the work of the college year began with little interruption and has been prosecuted with apparent success. Not including the medical director and the two associate professors of physical education, thirty-two instructors give full time to teaching in the College of Liberal Arts and six administrative officers give part of their time, amounting, in all, in the academic department, to thirty-four and one-half full-time instructors.

Considering the enrollment of the college, the instructional force is not as large as it should be. Some classes are too large, notwithstanding the efforts of the administration to distribute the teaching load as evenly as possible.

Curriculum No changes have been made in the requirements or curriculum during the present year. Certain modifications are being studied by the faculty with a view to the future. There has been a tendency in some departments in recent years to multiply the number of courses and introduce a considerable number of specialized and technical courses. This is not the province of a liberal arts college and there is less excuse for it at Miami than at some other institutions because of our provision for what is known as tutorial work. The proposed modifications in the courses of study which are under consideration and some of which will undoubtedly be put into effect next year tend to correct this evil, at least in certain departments.

One subject which is under consideration by a committee of the faculty is the advisability of instituting for the freshman year a general course as introductory to the social sciences along the lines of the course recently instituted in Columbia University under the title, History of Modern Civilization. This course at Columbia is a composite of psychology, history, political science, economics, and sociology. From reports received, it is a marked success at Columbia. In a modified form, it might be made to fit the needs of Miami. Undoubtedly the weakest point in our liberal arts curriculum at the present time is history. The instruction that is given in the department is good but it is undermanned and lacks cohesion. As at present constituted, undoubtedly the beginning courses in history, economics, and sociology overlap to a certain extent. If an introductory course for freshmen could be given which would combine all these essentials it would have several advantages. First, it would be a general introduction to all the social sciences. Second, it would be a cohesive influence in the freshman class, where at present the only study common to all is English. Third, it would be a comprehensive survey of modern conditions and modern problems for those students who would do little or no other work in the social sciences.

Organization The organization of previous years has been continued with slight modifications. Students of the Liberal Arts College have been divided into six groups and each group assigned to an adviser. The advisers, together with the deans of the college, constitute the executive committee, which meets each week and does the routine business of the college. By vote of the faculty this year the executive committee was given the power to decide finally all routine matters and all individual exceptions and variations from the rules. The executive committee reports its actions to the faculty, but simply for information and not for review. The executive committee has not, however, any power to legislate; its duties are administrative, wholly.

To each adviser is assigned something over one hundred students. This is too many for him to know intimately, but as far as possible he is assigned those students whom he meets in class or has met in classes in previous years. A better division has been made this year than heretofore but, with the growth of the college, it will undoubtedly be necessary to add to the number of advisers.

The advisers, on the basis of reports from the registrar's office and from their personal knowledge of the students, have been authorized by the faculty to divide the student body into three classes—the exceptional students, the average students, and the students who are below average. In making this classification, not only the scholastic standing of the student is considered but his personality and character. Students of the first class have certain privileges not accorded to others and students of the average class have certain privileges not enjoyed by the lower section.

General Needs of the College 1. Better classroom facilities. 2. Better and more equipment, such as maps, charts, office and classroom furniture, and decoration of classrooms. 3. Increased library facilities; either more space in the general library or the establishment of departmental libraries under the care of student assistants. 4. Increased instructional force so that more laboratory work can be done in such subjects as English, foreign languages, and social sciences.

II. Scholarship

Honor Group

In the reports for the last two years we have called attention to the organization of the good students of the Liberal Arts College into what is known as the Honor Group. As it now stands, this group consists of those students in the Liberal Arts College who made a B average or better on the work of their first semester of the present academic year. Of this number, thirty-five are seniors, forty-four juniors, thirty-three sophomores, twenty-nine freshmen and five specials. Of the total number of a hundred and forty-six, ninety-two are men.

At the close of each six-weeks period during the first semester, we have written the students whose grades were such as to entitle them to membership in the Honor Group. The parents of students in this Honor Group have also been advised by letter. At the same time, we have communicated with about fifty or more students whose grades were just below that required for membership in this group, urging them to make a special effort to improve their standing sufficiently to become members.

As we noted a year ago, these letters to the parents, advising them of the good scholastic standing of their sons and daughters, received a recognition far beyond our expectation. We believe that there is nothing which we could have done to show more clearly to the parents of our students the real interest which we have in their sons and daughters and the really intelligent effort that we are making to encourage them to attain a high standard in scholastic work.

We feel, however, that we have not done all that we should to emphasize the value of thoro, consistent study in the attainment of an education. The recognition which the real students in college receive seems trivial compared to that given men for attainments along other lines such as football or theatrical work. For some reason or other, there seems to be a feeling that any enthusiasm for good scholarship is entirely out of place, the same attitude that is often shown by many church members toward any religious en-

thusiasm. We will never have a high grade of scholarship in the colleges of America until the colleges themselves place a true value upon high scholastic standards. The old myth that the valedictorian of his class and other high stand men never attain any great prominence in after life, is still prevalent in the colleges of Ohio and elsewhere. A few isolated cases of such men who because of lack of health or other essential qualities have failed to make their mark in the world have been too gladly accepted as complete evidence that a high grade of scholarship in college does not pay. Even now we hear of one student, it may be, in five hundred or a thousand who is ruining his health by over-study. This comes as an awful shock to the average member of our student body and seems to him almost a crime, tho he doubtless is personally acquainted with and associates day by day with twenty-five to fifty men who are ruining their health by late hours, excessive smoking, etc. But this situation is so common in the American institution of learning today that it not only attracts no attention from the student but little from the average faculty.

In our estimation, the best way to encourage good scholarship is to show the same appreciation for it that we show for distinction in other lines. Each year we attend meetings of the learned societies and listen to men who have spent days, weeks, and months in preparing papers which are presented before the society in from ten to fifteen minutes. Later on, some, but not all, of these papers are published and, in printed form, cover from ten to fifty pages. In our estimation, the chief influence encouraging these men to do this work is the fact that they will have a chance to show their fellow workers that they are not only able men, but are actually doing something along their professional lines. The distinction of being able to appear before a group of the best scientists of the country and present a paper of value means nothing in a monetary way to most of these men. The pride and interest which they take in their work is due largely to the recognition which they receive at the hand of their fellow-students. We believe that similar frank recognition of the honor to which undergraduate students are entitled who are doing their work thoroly and capably as undergraduates would do much towards raising and maintaining scholarship in the American college.

Organization of Honor Group The good students of the college should be organized. Everything else is organized. At present, the good students are scattered all over the college, a few belonging to one organization and a few to another. They have less influence upon the real policy of this institution than any other group that could be named. The men and women interested and active in religious work are organized in the Y. M. C. A. and the Y. W. C. A., each with their various officers. Let us ask, what would happen to the religious work at Miami were the same attention paid to encouraging it as is now paid to encouraging good scholarship and the good students of the college? We want to see the time come, and that very soon, when the good students of the college will be organized and working together with the same effectiveness as is shown by the athletic, dramatic, and Christian organizations. If we could bring it about so that at Miami a man must belong to either a group of students who appreciate scholarship and who work for high scholastic attainment or else to a group who acknowledge that they have no real interest in scholarship and are making no special effort to improve along those lines, we would soon have a situation which would be very embarrassing for the second group. As it is, in the average American college today the embarrassment is on the side of those students who honor scholarship and who strive for its attainment. Can we wonder that scholastic things hold so low a place in the estimation of the average American when even in the colleges scholastic attainments are held in poor repute?

Phi Beta Kappa Society The Phi Beta Kappa Society, established at Miami in 1910, makes a strong appeal to a small number of very studiously inclined students. According to our by-law not more than a fifth of the men or women of any one class can be elected, whatever their scholastic standing. At the present time, we find that practically the maximum number of men and women have met our scholastic requirement, an average of half A's and half B's, so that in the present senior class we have the maximum number of Phi Beta Kappa members. The work of this society is excellent in encouraging this small group of students, but it appeals to too select an audience to meet the general scholastic requirements of the University.

Fraternity and Organization Ranking The two following charts, showing the scholastic rank of fraternities, sororities, and other groups for the last two semesters, contains some interesting information. One outstanding point is the fact that the women in college maintained a considerably higher average of scholarship than the men; the difference for the second semester of the year 1919-20 was six points, and for the first semester of 1920-21, nine points.

Likewise the sororities maintained a better average of scholastic standing than did the fraternities. For the first semester of 1920-21, one fraternity had an unusually high average, almost 109, and in this was surpassed by only three other organizations, namely, the senior class, and two sororities. Undoubtedly the fraternities should show a higher average of scholarship, but the fault does not seem to be so much with the fraternities as with the men, since nearly all the fraternities, as a rule, average better than the average of all Miami men.

Any system of marking, even the simplest, is subject to criticism. A college cannot dispense with grades altogether, however, even should it desire to do so. A *pass*, or an eventual graduation, is one form of grade. Some institutions have tried to limit their system to this simple form, but it is probable that a system capable of expressing several degrees of excellence enables an instructor to better differentiate the quality of his students' work.

The difficult point in any system of grading is to establish a suitable workable standard. Formerly the most common method was to predicate a standard of absolute perfection and grade down from that point. Such a system is difficult of application since the standard is of itself impossible, and even the approximation of it depends upon many variable factors. The system used at Miami for several years past and on which the preceding tables are reckoned assumes as the standard the average ability shown in a subject by students of recent years. This average is represented by the grade of C (or 100 on the chart). Students of higher rank receive the grades of B or A while those of less than average rank receive the grades of D (passable) or GW, E or F. The latter grades indicate a partial or complete failure.

On the chart the grades are reckoned as follows:

Hours of A are figured at 130 per cent

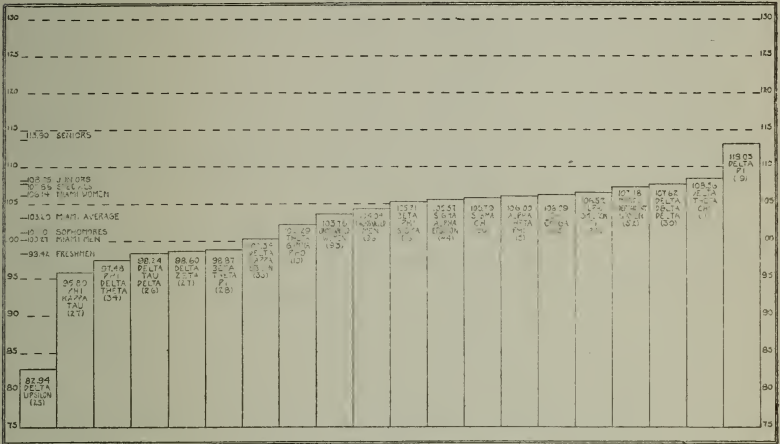
Hours of B at 115 per cent

Hours of C at 100 per cent

Hours of D at 80 per cent

Hours of G W, E, and F, being partial or complete failures, are reckoned at 0.

STANDING OF STUDENT ORGANIZATIONS-FOUR-YEAR COURSES-SECOND SEMESTER-1919-1920



Fraternity Scholarship Cup Competition for the scholarship cup given to the fraternity which has the best average each semester has been keener the past year than ever before. Both semesters it was won by the Sigma Chi fraternity but with a very small margin; one fraternity ranked higher than the winning group but was not eligible to compete for the cup on account of its small membership. The rules governing the award of the fraternity scholarship cup were published in the Deans' Report for 1919-20.

Enrollment and Shrinkage Freshman Classes The following table indicates the shrinkage of freshman classes since the year 1907-08. While the percentage of shrinkage during the freshman year itself has not varied to any remarkable extent except for the years of war, it is regrettable to note that a very considerable number of freshmen are either not sufficiently prepared or have not the ability or the ambition to continue successfully in college until the end of the year. And it is still more regrettable to note the large number of students who attend the college but for a single year. The following table shows that, as a rule, and excepting the years of the war, from one-fourth to one-third of the students attending in the freshman year do not come back for the sophomore year. The loss between the end of the freshman year and the beginning of the sophomore year is attributable to several causes: (1), students who leave the Liberal Arts College to enter a particular professional school; (2), students who are advised by the administration on account of their rather indifferent record of the freshman year or for other reasons not to return; (3), students who do not finish the freshman year with any remarkable average of scholarship and who become discouraged; (4), those who are unable to continue on account of financial or family reasons.

But after making the very best analysis possible of the situation, it is apparent that many young people come to college without any very definite aims and are content to discontinue their college studies on slender pretexts.

The loss of those students who complete the freshman year but who do not return for the sophomore year is compensated for in part by those who come to us from other colleges at the beginning of the second year. This number has been constantly increasing.

Year	Total Freshman Enrollment	Attendance Close of Freshman Year	Percentage Shrinkage at Close of Freshman Year	Enrollment Beginning of Sophomore Year	Percentage Shrinkage at Beginning of Sophomore Year
1907-08	99	79	21	70	30
1908-09	128	112	13	78	39
1909-10	135	107	21	93	31
1910-11	139	117	16	85	39
1911-12	105	94	11	81	23
1912-13	142	118	17	84	41
1913-14	159	136	14	101	36
1914-15	144	121	16	111	23
1915-16	176	151	14	155	12
1916-17	173	146	16	96	45
1917-18	162	102	37	104	36
1918-19	402	211	48	209	48
1919-20	239	205	14	146	39
1920-21	266	224	16		

III. Student Direction and Control

Student Activities

In our report of a year ago, we called attention to the serious interference of student activities with the more important work of a college course. This year again we find it wise to call attention to the over-participation in outside activities on the part of many which seriously affects the scholastic work. That this condition of affairs exists thruout the country one will quickly conclude if he meets and talks with men connected with any of the other colleges. In the estimation of some of the professors, the question of control of student activities, or at least the over participation of students who are in poor scholastic standing, has become acute at Miami. At the last meeting of the faculty, a committee of five was appointed to take up this question and to devise and recommend regulations which might curtail the evil to a certain extent. It seems to be the strong opinion of some members of the faculty that no member of our student body should be permitted to leave town on a varsity team or glee club trip or on any similar mission if any one of the professors feels that he is thereby endangering his standing in a single course. This hardly seems just to us in view of the fact that the organizations which we mentioned are authorized by the University, supported financially in some cases by the college, and directly under control of men who are paid for doing this work. To our mind it is the wrong position to take,

to assume that membership on such teams or in such clubs is a necessary evil and that all other types of regular college work should have precedence over them. We do feel, however, that some changes in our rules and regulations in regard to participation in student activities should be made. We do not believe it wise to make any definite suggestions here in view of the proposed work of the faculty committee mentioned above. Before leaving this subject, let us say that the present rule governing participation in varsity athletics at Miami is as follows: No student who has within a year of the time of participation two failures, conditions, or withheld grades, is eligible for participation in varsity athletics.

A student who has one condition or failure from the previous year is not eligible to participate in varsity athletics, if one of his professors reports him as failing in another course. In such cases, however, it has been the custom of the deans to notify the man and the coach in charge of the team of the situation and allow from a week to ten days to permit him to get up in his work if he finds it possible to do so.

The real difficulty with the whole situation, however, is the fact that some members of the student body who are making a scholastic average below C are important members of two or three varsity teams or social organizations. The faculty feels that such a situation is an injustice to the individual and one which should be met and obviated by some definite regulations to be proposed and adopted within the near future.

Class Attendance The question of class attendance has always been a serious one in colleges of Liberal Arts. We have had, for the last few years, rules which, if carefully and rigorously enforced, are capable of controlling the situation, we believe. The prevalence of influenza during the S. A. T. C. year, with outcroppings of it last year, made the situation a very crucial one and one that we felt should receive most careful consideration. In order to prevent students from cutting their classes and then putting in a plea of sickness which was not justified by the facts, the medical director decided to refuse to give excuses for sickness, except to those students whom he actually knew from personal observation to be incapacitated. This has thrown upon the deans the responsibility for

other sick excuses, where, we believe, it should be. The deans are well acquainted with the men and women, and in many cases know which ones are inclined to cut their classes without proper excuse. By making it embarrassing and uncomfortable for such students when they feel that they are requesting excuses on insufficient grounds the deans are able to control the situation. It is the feeling of the faculty that there has been less cutting of classes the past year, without reasonable excuse, than ever before. We have found it necessary to drop fewer students from class for over-cutting and we think the time will come shortly when this mode of punishment will be so effective as to require its infliction much less frequently.

**Physical
Training
Requirement**

At the beginning of the year, the faculty passed a rule authorizing the dropping from college of any student having more than two unexcused absences in physical training during a semester, upon the recommendation of the head of the physical training department, together with the approval of the executive committee. This rule, together with a careful supervision and direction of affairs by the head of the physical training department, has secured a type of work and regular attendance in physical training which is a credit to the institution. At present it has been found necessary to ask for the withdrawal of one man. There are, however, thirty or forty men in college, most of them above sophomore rank, who are taking physical training now, or at least who began to take it, much against their will, in order to remain in college. The majority of these have given up fighting the work and many of them now say that they enjoy it and realize it is distinctly for their benefit.

**Needs of Phys-
ical Education
Department**

The greatest needs of Miami University at the present time are a gymnasium and a physical training corps sufficient to properly care for a student body of five hundred men and as many women. It will be a serious reflection upon the supporters of Miami if we cannot all unite and in very short order secure the funds necessary to provide a physical training department which will be a credit to the institution. From five to six hundred thousand dollars are actually needed to give us the physical equipment which we need. We are sure that there are

Miami alumni, former students, and friends who will secure these funds for us if we can only bring our great need clearly and sharply to their attention.

The head of the physical education department should have a thoroly trained, full-time assistant to help him in his work. Captain Little, as director of varsity athletics, is almost as badly in need of an assistant. This last year we were fortunate in securing the services of Percy Steele, a former Miami football player, a graduate of Harvard and a member of her varsity football team, as assistant coach during the fall term. We will probably meet with no such good luck another year.

IV. Moral Development of the Students

Religious Leadership

It is a well recognized fact that the student body of any college must be thoroly organized for religious work with capable leaders in charge if the college is to escape a deterioration in religious and moral life. A poor Y. M. C. A. or Y. W. C. A. leader will oftentimes seriously affect and undermine the whole religious work and moral life of the student body. We believe that it should be the duty of the college authorities to help the student body find and nominate for those positions of religious leadership which are of importance the most able men and women who can be found. The University authorities have been cooperating with student religious organizations in a very satisfactory way. The greatest present defect from the viewpoint of a general observer is the fact that so few of our students attend church services on Sunday with any regularity. There should be initiated a movement in all the organizations, fraternity, sorority and others, which will encourage church attendance. We have at present in the churches of Oxford men who are well worth hearing, and any student who fails to hear these men preach is missing one of the opportunities of college life at Miami which he cannot very well afford to miss, in these days when the world is looking for Christian leadership.

Honor System

At the beginning of the year the Student Senate made an organized effort to present to new students the provisions and desirability of the honor system. This had not been done in recent years and the interest of students in the system

had suffered. The efforts of the Student Senate met with a hearty response. The members of the faculty cooperated with the student leaders in crystallizing sentiment. The fraternities and sororities impressed upon their new members the value of the honor system and the traditions of Miami. The honor court was reorganized and its workings simplified. The honor system has been better observed than during the years immediately preceding. The few violations observed were dealt with promptly by the Student Senate. The personnel of this body has been a guarantee of efficiency.

Student Life The joint faculty-student committee appointed by the President a year ago for the purpose of studying the problems of student life and of insuring cooperation in arousing and maintaining the best ideals has met at irregular intervals and worked out certain programs. These programs have been urged upon the student body thru the fraternities, sororities, and other student organizations.

V. Condensed Significant Statements and Recommendations of the Departments.

Botany and Bacteriology

- 1—There is a larger enrollment than ever before in the department.
- 2—It is more difficult to secure good laboratory assistants.
- 3—It is recommended that a system of sub-stage lighting of microscopes be installed in the laboratory.

Chemistry

- 1—The teaching staff is better than last year and there is every indication that it will continue without change for the coming year.
- 2—More room is needed to accommodate the classes.
- 3—With the present enrollment the department needs three fully capable and trained teachers.
- 4—Unusually good student assistants have been available during the past year.
- 5—A full-time storekeeper is desirable.

Economics

- 1—Frequent departmental meetings have been held and every effort made to unify and correlate the work of different instructors.
- 2—Recitation rooms have been fitted up to serve also as laboratories and the departmental library is well managed for the advantage of the students.

- 3—Increased office and laboratory equipment is needed.
- 4—A special room is needed for the departmental circulating library and for economic research.
- 5—More student assistants are needed.

English

- 1—An additional full-time instructor is needed in view of the increased number of sections in freshman English.
- 2—The department recommends a continuation of the plan of a preliminary examination in English of all freshmen at the time of registration.
- 3—The department recommends that the courses in Shakespeare and American Literature be given hereafter each year instead of alternate years.
- 4—The department recommends the abandonment of four specialized courses and the grouping of the subjects treated in these courses in one or more of the general literary courses now offered.
- 5—The department recommends that more time be given to the Expository Writing course.

Geography

- 1—The course in Latin American Affairs has been divided the past year, the first semester being given entirely to Latin American History, and the second to the Geography of Latin America with the study of present day conditions.
- 2—Considering the importance of the subject, the day is not far distant, if it has not already arrived, when a more comprehensive course in the history of Latin America should be offered.

Geology

- 1—The course in General Geology has been much too large for successful teaching in spite of the addition of the course in Physiography which is a parallel in the requirements.
- 2—For special reasons and to meet the immediate demand, the course in Petroleum Geology has been given this year with a good enrollment.
- 3—Many valuable specimens have been added to the working laboratory.
- 4—It has been impossible to secure proper topographic models since their manufacture was discontinued during the war and has not been resumed.

German

- 1—The enrollment has been somewhat increased.
- 2—Work of the students enrolled has indicated an excellent spirit.

Government

- 1—The equipment of the department has been increased by the

purchase of maps for joint use with the department of history. More material of this kind is needed.

- 2—Courses of the department will be somewhat reorganized next year extending the course in General American Government to one whole year. The advanced course in Comparative Governments will also be given as a full year course.
- 3—The enrollment of the department has been large considering the courses the facilities offered.

Greek

- 1—The enrollment in the department has been the largest in the history of the college; the increase, however, has been in the non-language courses.
- 2—The new course in Greek History entitled The Origins of Democracy offered the first time this year has been very satisfactory.
- 3—Considerable addition has been made to the equipment of the department in the way of new slides for the illustration of the courses in Greek art and literature.

History

- 1—Five courses in history have been offered during the year.
- 2—The numbers in the advanced courses have been larger and the quality of the classes better.
- 3—The department recommends that the course in General European History be extended bringing the subject matter up to the present day. If that is done it must be made a five-hour instead of a four-hour course.
- 4—It is regrettable that for the past two years no course has been given in American History.
- 5—The department needs more teaching materials and more library books on European History.

Latin

- 1—Advanced classes have maintained an unusually high grade of scholarship.
- 2—Latin 100 designed for students who have had but two years of Latin in high school has had a larger enrollment than usual but, as usual, students are poorly prepared.
- 3—The non-language courses in Roman Literature and Life have been well filled.

Mathematics

- 1—The course in Freshman Mathematics consumed a large part of the time of all instructors on account of the large numbers enrolled and the number of sections.
- 2—The course in Advanced Trigonometry and Practical Surveying has

been taken by very good students and a high grade of work has been done.

- 3—The preparation in mathematics of students entering college as a rule is rather poor, and this lack of preparation reflects itself in the character of the work that can be done in the freshman year. The advanced classes maintain a good standard of scholarship.

Philosophy

- 1—While maintaining the semester course in psychology as the minimum requirement in this subject, a year-course has been offered the last year with a large enrollment.
- 2—A laboratory is needed for the department of psychology.
- 3—More student assistants and readers are needed.
- 4—The department recommends that the department be divided and psychology made a separate department.

Physics

- 1—The department needs duplicates of apparatus on account of the larger numbers taking the advanced laboratory course.
- 2—The general course in physics has been more satisfactory than usual, thanks to a better text.
- 3—Advanced students in physics with a high grade of scholarship have organized an honor society in the department.

Public Speaking

- 1—An advanced course in Public Address has been given with success.
- 2—The department has established a laboratory system under partial student instruction for students of public speaking who have speech defects.
- 3—The advanced course, 310, has been extended to experiments in dramatic production and history of the theater with dramatic interpretations of Shakespeare; it is a laboratory course.
- 4—Much additional equipment has been secured for the stage through sums earned by the dramatic and musical societies.
- 5—The department should have two full-time instructors.

Romanic Languages

- 1—The additional instructor provided this year has enabled the department to conduct its work for the most part with reasonably sized classes.
- 2—One room in the department suite should be equipped so as to be used at any time during the day with lanterns or reflectoscopes.
- 3—The department needs a considerable number of maps with proper mountings.
- 4—An advanced course in the critical study of French drama has been added this year with good success.
- 5—The irregular preparation of students entering with two years of either

French or Spanish has made it difficult to conduct the second year classes. As far as possible, we plan hereafter to put these students in separate sections.

- 6—It would be advantageous to have all the sections in every first and second year French and Spanish class scheduled at the same time, so that the better students could be put in one section and pushed to the extent of their ability.

Sociology

- 1—Field work in connection with the Hamilton social service agencies has been continued and an increased number of students have taken part in it.
- 2—The use of reserve books in the library has not been satisfactory.
- 3—Additional instructional force is needed.
- 4—Funds are needed for the support of the field work in Hamilton, for the purchase of additional classroom equipment, and for student assistants.

Zoology

- 1—It is difficult to secure student assistants for an entire laboratory period and it is unfortunate to change the assistant in the middle of a period.
- 2—Light is not sufficient in the early part of a forenoon laboratory course during the winter months.
- 3—It is advisable to send freshmen to the Lake Laboratory rather than upper-classmen, in order that the department may have the advantages of their services for a longer period.
- 4—The department recommends that a Coryza closet be included in the plans for a hospital.

EDGAR EWING BRANDON,
Dean of the Arts College.

ARCHER EVERETT YOUNG,
Dean of the Junior College.

The Report of the Dean of the Teachers College

I. General Statement

The academic year 1920-21 has been marked by no vicissitudes. The number and distribution of students among curricula have been regular. The number of students who will graduate is too small to meet the needs of the southwestern quarter of Ohio but it seems inadvisable to make radically lower standards and impossible to reduce the student expenditures. There is hope, based upon an increased enrollment in the freshman class of 1920 and the relaxation of commercial competition, that we shall have not only increased freshman classes, but that a larger number will complete the diploma curricula.

Much has been said about the critical situation in the public schools of the country during the past four years. The shortage of teachers, the inadequacy of school support, the lax integrity of teacher contracts, the forced disregard of professional courtesy in recruiting the decimated ranks in the school staffs during the school year, all have menaced the schools almost to demoralization.

Ohio was in an especially difficult situation. During this time the statute requiring that every teacher in the public schools in all districts, except in the 80 city school districts, should possess at least one full year of professional training, was passed. The cities for the most part recruited only from persons having two years training or satisfactory experience. The situation was especially disastrous in the secondary schools. Ohio needed at least 1500 teachers in September beyond her supply of teachers who could comply with the one year of training, required by the statutes. To meet this demand temporary certificates were issued with the consent of the Superintendent of Public Instruction.

The objective of the teacher training schools of the state is first to overcome this 40% fringe of *quasi* teachers, and to provide

sufficient teachers with at least the minimum training required by statute for regular certification. The state has made the following provisions for the training of teachers:

County normal schools offering one year of training . . .	44
State supported training schools	6
Educational institutions approved by the State Superintendent of Public Instruction	17
Colleges and universities for the training of teachers for secondary schools	24

These schools enroll approximately:

For the preparation of elementary teachers:

County normal schools	700
State normal schools	1000
Other schools	1500
	<hr/> 3200

For the preparation of secondary teachers:

State supported institutions	1000
Other colleges	1500
	<hr/> 2500

This means a probable output of:

Elementary teachers with one year training:

County normal schools	700
State normal colleges	300
Other schools	500

With two years training:

State normal colleges	350
Other schools	500
	<hr/> 2350

The need of new teachers for elementary schools for the state will be approximately:

Rural districts	2800
Village districts	400
City districts	800
	<hr/> 4000

A probable shortage of 1600 teachers will again occur which must be recruited from the summer school students with twelve weeks training on temporary certificates, meaning a further decimation of the freshman classes in the training schools beyond the 60% already counted.

The twenty-two counties of southwestern Ohio will need in 1921 the following elementary teachers:

Rural districts	610
Village districts	90
City districts	160
	<hr/>
	860

High school teachers:

Rural districts	65
Village districts	62
City districts	26
	<hr/>
	153

II. Bachelor of Science Curricula

ENROLLMENT

The following distribution of students among the various curricula for preparing High School teachers shows that too great a number choose the curriculum for English and History. According to the Report of the State Superintendent of Public Instruction for 1918, 16% of the entire teaching load in the High Schools of the State is English and about 7% History.

The shortage of men preparing to teach is distinctly notable in the small number in the curricula preparing teachers for Science and Mathematics. Mathematics constitutes about 13% and Botany, Chemistry and Physics about 4% of the teaching load in the High Schools of the State.

Here again it is hoped that with the new economic conditions in the country more men will return to teaching.

	Seniors	Juniors	Sopho- mores	Fresh men	Total
English History	12	17	26	35	90
Latin-English	0	0	5	9	14
Mathematics, Physics and Chemistry	3	4	7	4	18
Modern Language and English	1	0	1	1	3
Biological Science	1	2	1	0	4
Industrial Education	2	2	2	6	12
Home Economics	6	8	25	16	55
Commercial	0	0	1	3	4
Irregular					7
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	25	33	68	74	207

STANDING OF STUDENTS

The following exhibit shows the students in the four classes in the Bachelor of Science Curricula in the highest fourth of their respective classes:

SENIORS

Edward Pothoff	130.0
Mary Helen Keith.....	128.2
Marguerite Piquard.....	127.0
Scott Pierson.....	126.5
Annabel Schaeffer.....	122.9
Helen Albaugh.....	120.8

6 out of 24

JUNIORS

Grace Kiernan.....	130.0
Mabel Bodey.....	127.2
Justine Carlier.....	127.2
Mabel Miller.....	127.2
Ruth Baldwin.....	127.0
Caroline Spence.....	126.8
Helen Pickelheimer.....	121.6
Nina Carson.....	121.4
Ruth Fink.....	121.0

9 out of 35

SOPHOMORES

Wanna Mae Norris.....	128.3
Mary Stokes.....	128.2
Clara Hartley.....	128.2
Teresa Bower.....	127.8
Albert Sloan.....	126.5
Marjory Helen Clark.....	125.6
Katherine Clark.....	125.3
Harriet Dieter.....	123.4
Martha Pilkey.....	122.5
Gertrude Hosbrook.....	122.0
Dorothea Eikenbary.....	118.5
Nellie Murphy.....	118.0
Caroline Kiser.....	117.8
Arthur Baker.....	115.9
Pauline Scott.....	114.0
Alberta Cabanos.....	113.1

16 out of 64

FRESHMEN

Mae Drake.....	130.0
Marie Riley.....	125.3
Glenn Webster.....	125.3
Olive Burdsall.....	124.4
Edna Lichti.....	123.4
Norma Wolfe.....	120.4
Dorothy McDermott.....	120.3
Louise Stevenson.....	118.8
Florence Truitt.....	115.0
Marion Bailey.....	115.0
Dorothy Whittaker.....	115.0

Bessie Lewis.....	114.1
Vera Anderson	112.2
Etta Fox.....	112.2
Ruth Sheldon	112.2
Ann Rippey.....	110.3
Armina Sturm	110.3
Leah Rose	109.4
Margaret Anderson.....	108.4

19 out of 75

III. Diploma Curricula

ENROLLMENT

The differentiated curricula plan for teachers of the grades has been in operation two years. The following enrollment shows the distribution of students preparing for elementary grades.

	Primary	Inter- mediate	Upper Grades (Junior High)	Total
Sophomores	18	22	5	45
Freshmen.....	55	62	23	140

SPECIAL	Home Economics	Music	Indus- trial Arts	Total
Sophomores.....	13	11	6	30
Freshmen.....	27	13	2	42

The assignment of freshmen has been largely upon the choice of the students themselves. It would seem that a more rational plan for assignment should be adopted, but until reliable criteria for determining special abilities are available, the rougher guides of physical size, nervous reaction, and love of small children must suffice as controlling factors in advising these students in their selection.

Modes of setting up a criteria for such differentiation are under discussion by the executive committee of the Teachers College.

THE STANDING OF STUDENTS

The following exhibit shows the students in the two classes in the two year curricula in the highest fourth of their respective classes.

SOPHOMORE CLASS

Esther Bierer	130.0
Mary Coil.....	128.0
Caridad Trillo.....	127.4
Ethel Tremont	127.2
Rose Laffey.....	124.8
Carmen Richard.....	123.3
Josephine Evans.....	122.8
Helen Meloy.....	121.8
Eda Devine	120.0
Caroline Mesloh.....	118.9
Helen Pearson.....	118.9
Edna Zimpfer.....	118.9
Alice Blosser	117.7
Mildred Walke	116.3
Jesse Jeffrey	115.6
Letha Edgar.....	115.0
Ruth Switzer	115.0
Ada Clawson.....	114.2
Hazel Straub.....	113.1

19 out of 73

FRESHMAN CLASS

Leona Ehrhard	130.0
Eleanor Barkman	128.2
Mary Townsend	126.6
Lois McCashen.....	126.6
Anna Custer	125.3
Mary Hendrickson ..	124.4
Marion Neill	124.0
Heloise Henault.....	123.0
Mildred Young	123.0
Grace Leonard.....	122.5
Iona Devers	122.0
Alice Darby.....	120.6
Naomi Earhart.....	120.6
Mary Louise Williams.....	120.6
Marjorie Fouke	120.0
Nellie Lauderback.....	120.0
Margaret Ehrhard	119.2
Esther Ashworth.....	118.0
Marjean Phillips	118.0
Eloise Hewitt	117.7
Kathryn Osenbaugh.....	117.0
Anna Catherine Williams ...	116.9
Shirley Taylor	116.1
Lorena Gibbs	115.0
Alberta McGuire	115.0
Chloe Bales	115.0
Virginia Moorman	115.0
Helen Paxton	114.1
Hermenda Agger.....	114.0
Mildred Purdy	114.0
Louise Kimball.....	112.2

Lois Ware	112.2
Minnie Hancock.....	112.0
Sara Louise Laughlin.....	112.0
Ersyl Walker.....	111.2
Adeline Gremling.....	111.0
Mary Kenworthy.....	111.0
Carrie Blauser	110.3
Norma Hoel	110.3
Lulu Pearl Moore.....	109.2
Grace Farver.....	109.0

41 out of 164

IV. The Training School

In 1920 an agreement was made between the Township Board of Education and the college for the education of the school children in the township. The Township Board of Education delivers in trucks the children of the township at McGuffey Hall. This arrangement seems very satisfactory.

The enrollment shows the number of pupils transported from the township and the number who reside in the village of Oxford.

The McGuffey School is now large enough to give practice teaching in accordance with the standards set up by the best students of the practice teaching problem.

Inasmuch as the greatest irregularities in training of teachers occur in the various aspects of practice teaching I am again exhibiting the exact situation for the past year in practice teaching in the McGuffey School.

ENROLLMENT IN WM. MCGUFFEY SCHOOLS

Grade	Village		Country		Total
	Boys	Girls	Boys	Girls	
Kindergarten	9	13	0	0	22
Grade 1	9	8	16	10	43
Grade 2	6	10	10	11	37
Grade 3	6	3	2	5	16
Grade 4	9	7	9	6	31
Grade 5	12	11	7	8	38
Grade 6	11	10	8	8	37
Grade 7	5	9	5	5	24
Grade 8	4	8	5	5	22
Grade 9	10	12	5	6	33
Grade 10	7	16	2	6	31
Grade 11	7	11	5	6	29
Grade 12	8	9	8	7	32
Total	103	127	82	83	395

PRACTICE TEACHING

Number of Student Teachers Per Grade

	Fall Assign- ment	Winter Assign- ment	Spring Assign- ment
Kindergarten.....	0	0	0
Grade 1.....	8	8	8
Grade 2.....	6	6	5
Grade 3.....	4	4	5
Grade 4.....	7	6	6
Grade 5.....	9	11	9
Grade 6.....	7	5	8
Grade 7.....	3	2	5
Grade 8.....	1	3	4
	1st Sem.	2nd Sem.	
Grade 9.....	2		
Grade 10.....			
Grade 11.....	5	3	
Grade 12.....	1		

Number of Student Teachers Per Critic

Critics	Fall Assign- ment	Winter Assign- ment	Spring Assign- ment
Brouse.....	4	4	4
Moore.....	8	8	8
Nesbitt.....	6	6	5
Finch.....	11	10	7
Yates.....	9	11	9
Shivley.....	2	2	3
McDill.....	4	5	9
Ragland.....	5	3	5
Total.....	49	49	50
	1st Sem.	2nd Sem.	
Bunger.....	1	0	
Royal.....	4	0	
DuBois.....	2	2	
Matheny-Potthoff.....	1	1	
Total.....	8	3	

V. Committee on Appointments and Employment

Positions have been secured for graduates and former graduates during the past year as follows:

Students from four-year curricula.....	26
Students from two-year curricula.....	43
Alumni.....	3
Summer Students.....	7
Model School Directors.....	2
Total.....	81

The salaries of the four-year students:

1 at	\$ 600 (half year)	\$ 600
1 at	900 (half year)	900
1 at	1100	1100
7 at	1125	7875
2 at	1150	2300
1 at	1200	1200
3 at	1250	3750
1 at	1260	1260
1 at	1300	1300
2 at	1350	2700
1 at	1550	1550
1 at	1800	1800
1 at	1900	1900
1 at	2000	2000
1 at	2100	2100
1 at	2500	2500

26

\$ 34,835

The salaries of the two-year students:

1 at	\$ 800	\$ 800
1 at	850	850
5 at	900	4500
1 at	945	945
20 at	1000	20000
1 at	1050	1050
6 at	1100	6600
1 at	1105	1105
3 at	1125	3375
1 at	1250	1250
1 at	1400	1400
1 at	1500	1500
1 at	1800	1800

43

\$ 45,175

The salaries of the alumni:

1 at	\$1900	\$ 1900
1 at	1200	1200
1 at	1800	1800

3

\$ 4900

The salaries of the summer students:

3 at	\$ 900	\$ 2700
4 at	1000	4000

Model school directors:

2 at	\$1400	\$ 2800
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Grand Total:

26 four-year students	\$ 34,835
43 two-year students	47,175
3 alumni	4,900
7 summer students	6,700
2 model school directors	2,800

81

\$ 96,410

These students were located in school districts as follows:

- 3 alumni in cities
- 2 model school directors in one-room rural schools
- 7 four-year students in cities
- 19 four-year students in villages
- 28 two-year students in cities
- 14 two-year students in villages
- 1 two-year student in a one-room rural school
- 50 one-year students who withdrew from college to take up teaching in one-room rural schools
- 20 in village schools

VI. Extension Work

EASTERN SECTION OF EXTENSION QUARTER

Director B. H. SCUDDER

FIRST SEMESTER

Place	Time	Subject	Text	Enrollment	
				Total Enrollment	Grades Given
New Richmond, Clermont Co...	Monday	Educational Sociology	Smith	18	10
Amelia, Clermont Co...	Tuesday	Hygiene	Terman	29	15
Bethel, Clermont Co...	Tuesday	Educational Sociology	Smith	21	11
Hamersville, Brown Co. ...	Wednesday	Educational Sociology	Smith	15	13
Russellville, Brown Co.	Wednesday	Educational Sociology	Smith	17	10
Portsmouth, city, Scioto Co.....	Thursday	Methods in History	Mace	49	32
Sardinia, Brown Co.	Friday	Methods in History	Mace	22	15
Mt. Orab, Brown Co.	Friday	Methods of Recitation	Earhart	32	26
*Portsmouth, rural, Scioto Co.	Saturday	Mental Tests	Terman	43	38

*Every other week.

SECOND SEMESTER

Place	Time	Subject	Text	Enrollment
South Salem, Ross Co.	Tuesday	Method in Reading	Klapper- Tomkins	23
Bainbridge, Ross Co.	Tuesday	Method in Reading	Klapper- Tomkins	22
South Webster, Scioto Co.	Wednesday	Method of Recitation	Earhart	17
Portsmouth, city, Scioto Co.	Thursday	School Administration	Cubberly	28
Otway, Scioto Co.	Thursday	Educational Sociology	Smith	15
Mt. Orab, Brown Co.	Friday	Educational Sociology	Smith	29
Sardinia, Brown Co.	Friday	Method in Reading	Klapper- Tomkins	17
*Portsmouth, rural, Scioto Co.	Saturday	Educational Measurements	Kelly- DeVoss	31
*Georgetown ...	Saturday	Mental Tests	Terman	30

*Alternate weeks.

WESTERN SECTION OF EXTENSION QUARTER

Assistant Professor S. F. STEWART

FIRST SEMESTER

Place	Time	Subject	Text	Enrollment	
				Total Enrollment	Grades Given
Sidney, city, Shelby Co.	Monday	Mental Tests	Terman	21	15
Arcanum, Darke Co.	Tuesday	Educational Tests	Monroe-De Voss and Kelly	19	14
Washington C. H., rural, Fayette Co.	Wednesday	Mental Tests	Terman	15	9
Xenia, city, Greene Co.	Thursday	Mental Tests	Terman	15	11
Cincinnati, rural, Hamilton Co. ...	Friday	Educational Tests	Monroe-De Voss and Kelly	18	20
Dayton, rural, Montgomery Co.	Saturday	Mental Tests	Terman	30	27
Sidney, rural, Shelby Co.	Saturday	History of Education	Parker	13	9

SECOND SEMESTER

Place	Time	Subject	Text	Enrollment
Piqua, Miami Co.....	Monday	Principles of Teaching	Thorndike	21
Troy, Miami Co.....	Monday	Intelligence Tests	Terman	14
Arcanum, Darke Co.....	Tuesday	Intelligence Tests	Terman	14
Washington C. H., Fayette Co.....	Wednesday	Principles of Teaching	Thorndike	18
Manchester, Adams Co.	Thursday	Intelligence Tests	Terman	19
Bentonville, Adams Co.	Thursday	Child Hygiene	Terman	18
Cincinnati, Hamilton Co. ...	Friday	Intelligence Tests	Terman	26
Dayton, Montgomery Co.	Saturday	History of Education	Parker	18

SPECIAL CLASSES

Professor GUILER

Place	Time	Subject	Text	Enrollment	
				1st Sem.	2nd Sem.
Hillsboro	Saturday	The Measurements of Intelligence	Terman	34	
Hillsboro	Saturday	Educational Measurements			11

Mr. PLINY JOHNSTON, Superintendent of Schools,
Hamilton County

Place	Time	Subject	Text	Enrollment	
				1st Sem.	2nd Sem.
Cincinnati	Saturday	History and Prin- ciples of Education	Cubberly	21	25

Professor McCONNELL

Place	Time	Subject	Text	Enrollment	
				1st Sem.	2nd Sem.
Dayton	Tuesday	Geography	Syllabus	...	111

VII. Counselors' Reports

I am quoting from three reports on the work of student counselors which give somewhat intimate acquaintance with this important work.

PROF. FEENEY--The definite duties of a freshman counselor in the two-year course for grade teachers are systematic and prosaic. He is to secure from the student's instructors her class standing and characteristics, communicate these to her with such encouragement or admonition as seems necessary, report the matter to the dean and the faculty together with suggestions concerning the treatment she is to receive. He may recommend that the amount of her work be lessened or increased, or, if she seems incapable of completing the course or unfit to be a teacher, that she be requested to withdraw. In general, he is to keep both the student and the dean informed concerning her progress and her possibilities.

The indefinable and ever-changing responsibility of the counselor's position is, however, not limited to the formal and clearly marked-out activities just indicated. Coming from her high school in which she has quite frequently been an active member of the senior and naturally more important group in the school community, college presents a host of questions to be answered, of problems to be solved; she finds it difficult to get her bearings in the new and confusing situation. She presently learns that she can depend upon the adviser for correct information and sympathetic counsel; a relation of mutual understanding, esteem and confidence is established, she comes to appreciate the faculty point of view with a growing sense of her personal responsibility.

If she so desires, the counselor helps her to appreciate what the different instructors are trying to accomplish, aids her in using more rationally her time, shows the value of systematic study procedure, encourages her to overcome, as far as possible, the defects coming from native limitations or inadequate preparation. She becomes presently better able to comprehend and utilize the opportunities the state places at her disposal.

It is not to be inferred that all of the students under his care come into

this intimate relation with the counselor. Some are self-reliant, experienced in dealing with new situations; some are self-sufficient, not seeing their opportunities; a few are suspicious and resent interference. But each year there are those in whom the proffered admonition, sympathy, and encouragement stimulate the desire to meet with growing selective wisdom the constantly increasing opportunities and responsibilities that college life affords. To help the student realize her true self and her possibilities for playing an interesting and greatly worth while part in her present surroundings and in some future community is the fine privilege of the counselor. April 8, 1921.

DR. DAVIS—As student counselor for the B. S. students of the sophomore and junior classes I have the pleasure to report most excellent work. I have had no difficult situations whatever to handle. The standard of scholarship is comparatively high. For example, there were not over four in both classes who had an average as low as C. The average for all is very nearly B. The first six week's grades show an improvement over the semester grades—this is better than for the colleges as a whole. I am trying to encourage these students (the two classes) to set the pace for the University by having the highest scholarship record of any classes in the University. I am inclined to believe that they hold the record now. March 24, 1921.

PROFESSOR WHITCOMB—In my judgment one of the helpful things which the Teachers College of Miami University has inaugurated in recent years is the adviser or counselor system. As a counselor to the group composed of students in Industrial Arts, Drawing, and Home Economics, averaging about one hundred in number, I have been able to know rather intimately these students. They have come to me with all sorts of problems, some of which were not connected directly with their college work, but which were to them real vital problems. A student away from home, often for the first time, and meeting many new situations may be saved from making serious mistakes thru the advice and counsel of an older person whom they know rather intimately. During the present year I have had two students who, thru gross neglect of their college duties, were about to make a complete failure. Thru a number of talks with them, recommendations of faculty action, etc., they were brought to a realization of their errors and are now very satisfactory students in every respect. April 14, 1921.

VIII. Requests of Departments

The following department requests were made in the annual reports of the heads of the departments:

INDUSTRIAL ARTS:

Alterations to old boiler room to make available for classroom.

GEOGRAPHY:

1. Commerical and industrial exhibits.
2. Map case for political maps.

ENGLISH:

1. Coach class for poor students.
2. Provision of English in use in William McGuffey schools for college library for the use of practice teachers.

HISTORY:

Maps

HOME ECONOMICS:

1. Provision for every girl in the William McGuffey High School to be given a course in sewing and cooking.
2. A lunch room to release the rooms now occupied for that purpose for a second laboratory in Home Economics.
3. Complete equipment of sewing laboratory and added equipment in electric laboratory.
4. Eight hours of student assistance per week.

EDUCATION:

1. Equipment
 1. Filing cabinet for Mr. Guiler's office.
 2. Book case for Mr. Guiler's office.
2. Student assistance.
 1. Part time service of two able students for Mr. Guiler.

MUSIC:

1. Six hours per week of student assistance.
2. A new pianola.
3. An additional practice piano.
4. Additional shelving in the storeroom.
5. A case for music on the stage of the Auditorium.
6. Locks for doors.
7. A partition in the office.

IX. Faculty Discussions

For the past year the faculty have been giving their deliberation to the Report of the Carnegie Foundation on the Professional Preparation of Teachers for the American Schools. This report is primarily a survey of the state institutions of Missouri for the preparation of teachers, but devotes much

discussion to desirable standards for training teachers in general. A brief program of procedure in this study is submitted.

OCTOBER 19, LEADER, PROFESSOR MCMILLAN:

Is there a crisis in American public education? If so, what changes are necessary to meet the new situation on the part of (a) the public; (b) the teacher; (c) the normal college? pp. 7-15.

NOVEMBER 23, LEADERS, PROFESSOR GUILER AND MISS RAGLAND:

What is the purpose and scope of the normal college in Ohio in its relation to: (a) the State; (b) the other teacher training agencies in Ohio? Chapter V, pp. 70-98.

DECEMBER 21, LEADERS, PROFESSORS MCCONNELL, RICHARD, AND HANNA:

What principles should guide in the organization of curricula for normal colleges? What should be the aim, scope, and content of academic courses in a normal college? Chapter VII, pp. 128-172, 228-247.

JANUARY 25, LEADERS, PROFESSOR HECKERT AND CRITIC TEACHERS:

What should be the aim, scope, and content of professional courses in a normal college? What is the most efficient kind of teacher training? Chapter VIII, pp. 173-228.

FEBRUARY 23, LEADERS, DEAN MINNICH AND PROFESSOR DAVIS:

What are the elements of strength and weakness in the Missouri systems of government and control of Normal Colleges, both with respect to external organization and control and internal administration? How far do the recommendations of the Foundation with respect to the latter (pp. 273-292) apply to the Ohio situation? Chapters IV and VIII, pp. 272-292.

MARCH 22, LEADERS, PROFESSORS FEENEY AND WHITCOMB:

What constitutes good teaching in a normal college? How is the quality of teaching to be measured? How is the value of the curriculum to be measured? Chapter VII, Section C, pp. 247-271.

I regret that the action of the faculty on the recommendations of the Report has not yet been taken.

The study for the next year 1921-1922 is set for a statement of objectives in each department. A statement of objectives for each subject in the college curricula will be made by academic professors and a statement of objectives for each subject in the William McGuffey School curriculum will be made by the critic teachers. This should heighten cooperation without destroying essential academic freedom.

X. Project Method

Inasmuch as the project method has become so widely approved, I am giving an example of such method.

Elementary Science is a course required of every sophomore in the regular grade teacher curricula for intermediate and upper grades. It is a three-hour course for one semester, presumably requiring 162 hours of the student's time.

Dr. Davis, professor of biology, uses the project method with his students in Elementary Science, and the following is a project worked out by one of his students during the second semester of the school year 1920-21. It cost the student 14 hours or about 9% of the time the student is supposed to give to the whole course and serves as one of the best examples of the project type of teaching.

1. How Can I Keep Ants Out of the Kitchen?

Our ants	1	What house ants are common in this part of Ohio?	1	The little red ant or Pharaoh's ant, so-called because it was brought from the Old World by commerce, is the best known species of the house ant.
Red ant			2	The little black ant, <i>Monomorium minimum</i> , also an old world species, is essentially a garden or meadow ant but is frequently found in the house.
Black ant			3	The brown garden or meadow ant occasionally comes to the house and becomes very annoying.
Brown ant			1	When winged males and females appear in the ant colony they are guarded by the workers until time for flight. On a warm day in summer or autumn they appear in the air in large numbers. Here mating takes place. Soon after the males die and those females that escape enemies settle to the ground, tear off their wings and begin to make nests. They lay the eggs and help to feed the larvae. Thus a new colony is established.
Ant Colonies	2	How do ants establish colonies?	1	In a single colony there are often from 400,000 to 500,000 ants.
Establishment			1	There is a division of labor among the members of a colony.
Number	3	How many ants are found in a colony?		
Duties	4	How are ant colonies divided?		

and build warm houses of these small particles which they mix with water or a secretion from their glands. They build their houses between the wood.

2 The black ant builds in wood, often very hard. It makes elaborate labyrinths to which it is hard to gain access to destroy them.

3 Garden ants build labyrinths from mud using blades of grass as walls and pillars. They commonly build under stones and logs, and in decayed tree trunks.

- | | | |
|------------------------------|--|---|
| Experiments and observations | 9 How can we verify these statments? | <p>1 We can watch ants out-of-doors. A very excellent time is just after a summer rain. Then if we go to a meadow or garden we can see the busy, patient workers.</p> <p>2 We can establish an ant colony and observe the ants. See figure 2.</p> |
| Entrance causes | 10 Why do ants enter the house? | <p>1 They may be brought to the house thru chance or accident.</p> <p>2 They may be attracted by food supplies.</p> |
| Means of destroying | 11 What should be done to get rid of the ants? | <p>1 Altho ants are not so destructive to household effects or supplies as they are annoying because of their presence and ability of getting into articles of food, all foods should be removed if ants appear.</p> <p>2 If possible locate the nest, remove the section of woodwork concealing them and destroy the nest immediately.</p> <p>3 It has been claimed that the ants may be driven away by the use of repellents i. e. camphor, powdered moth balls, or naphthalene flakes. However, careful experiments have shown that this is not very effective and is also impractical to use in connection with food.</p> <p>4 The use of baits may or may not be good.</p> |
| Ineffective | | |

Baits

- 1 Sponges with sweetened water or syrup of dissolved borax and sugar may be effective if used at the outset when the colonies are small. It may, however, only increase the ant nuisance.
- 2 Syrup poisoned with arsenate of soda is effective. Ants collect it and carry it to their nests where all succumb. The recipe is:
 - 1 lb. sugar dissolved in
 - 1 qt. of water.
 - 125 grains arsenate of soda.
 - Boil and strain.
 - Cool on sponges. A small amount of honey may be added.

The idea of these baits is to have a large number of ants collect on them and then kill them by immersing the sponges in hot water.

Effective

- 3 If the entrance of the nest of ants in the house can be found inject:
 - 1 Kerosene.
 - 2 Gasoline.
 - 3 Disulphid of carbon.
- 4 If the nest is traced out-of-doors, enlarge the hole and:
 - 1 Drench the nest with boiling water.
 - 2 Spray with kerosene emulsion or a strong soap wash.
 - 3 Pour in disulphid of carbon by using a syringe or oil can, cover the nest with a heavy cloth or wet blanket in order that the fumes may spread into all parts of the labyrinth.

Conclusion

- 1 Since ants go where they find food it is best not to leave food where they can reach it. If they become established the effective means of destroying them should be used.

REFERENCES

Ants, Bees, and Wasps—Lubbock (p. 1—273)

“House Ants” in Farmer’s Bulletin 740, U. S. Department of Agriculture

Ants—Wheeler (Chapters I, VIII, IX, XI, XIII,

Ants’ Nest—Dr. August Forel (Pamphlet)

Encyclopedia Britannica

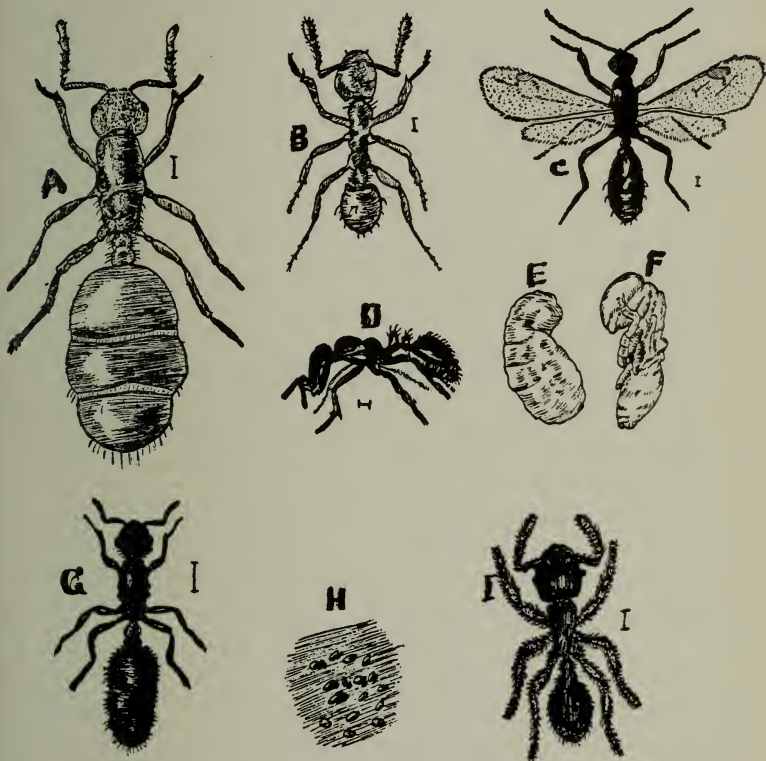


Fig. 1. Common Ants—Life history

A—The little red ant (*Monomorium pharaonis*) female.

B—A worker of this species.

C—The little black ant (*Monomorium Minimum*) male.

D—A worker of this species.

E—Larva.

F—Pupa.

G—Female of *Monomorium Minimum*.

H—Eggs.

I—*Tetramorium caespitum*.

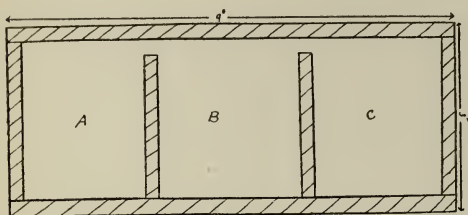


Fig. 2. An Ant Cage

A piece of glass is cut 9"x3". Strips are laid across it and glued, making compartments A, B, C. Over the strips are glued pieces of felt. A glass covering, divided in 3 parts, is then laid over the top. One compartment is used to place food and water in it.

H. C. MINNICH,
Dean of Teachers College.

The Report of the Dean of Women

Residence Halls

The three residence halls at Miami have been able this year to house practically all of the three upper classes of the four-year courses, the sophomores of the Teachers College and about eighty of the two freshman classes. This total slightly exceeds the capacity of the three halls, but the discrepancy is accounted for by a shrinkage in the number thruout the year. The correspondence from parents and the judgment of the students themselves indicate a preference for the two older halls over East Hall. I believe that the absence of a dining room in East Hall not only creates the inconvenience of going out three times a day for one's meals, but takes away the occasion which in the other dining rooms creates the effect of common interests and college family loyalty and it therefore reenforces the conviction that the ideal dormitory must be built as our earlier ones have been, with its individual dining room.

Temporary Dining Room

The present plan for a separate dining room which is now being built to be served from the Bishop kitchen is a most timely one, and I do not see how we could admit students for the spring term or allow the natural growth of another college year without such a possibility of expansion. I am looking forward with much interest to the plan which we can use this year in treating the new students who enter for the spring term as a unit in that dining room. I believe it will be possible for them to know one another in a more personal way, to have presented to them in a more convenient way whatever announcements and suggestions are called for from time to time, and to develop a real spirit of unity such as has never been possible when they have crowded into little annex dining rooms and at extra tables placed in the other crowded dining halls.

Board

Last year in my report, I advocated the establishment of some form of cafeteria service on the campus in order to meet the restlessness and dissatisfaction of the students with the boarding department. The raising of the price of board with the

consequent improvement of food and the variety offered has very materially improved the situation. The students have been satisfied to depend upon the college table rather than to eat so frequently in the restaurants of the town, and there has not been the same protest against the rule that all college women must board in one of the college dining halls on the campus. There must be a more normal health condition when students eat at regular hours from a balanced menu rather than under the conditions of last year when practically everyone did so much eating between meals. Many students assure me too that they spend much less money now than when they were practically paying for board in two places. I hope that whatever discussion may arise concerning the price of board as the price of food lowers, it may be kept in mind that it is poor economy both to the boarding department that serves and the student who buys that it should ever go below a certain level of satisfactory standard.

Enrollment of Women. Room Assignments The enrollment of women students this year reached at its highest point 590. Their assignment in University halls has been as follows:

East Hall.....	114
Hepburn Hall.....	98
Bishop Hall.....	85
South Cottage (used as French Cottage).....	10
Home Economics Practice House	8

New Cottage, which has been used for the past ten years for students, was this year given up for the use of Mr. Percy MacKaye and his family and has therefore not been available for students. Other cottages in town to which students have been assigned are as follows:

Arden.....	13	McGhee.....	6
Baer	10	McQuiston.....	7
Baldwin	3	McVey	10
Bowman	5	Molyneaux	1
Conway	11	Murray.....	2
Coulter.....	8	Rankin	6
Elm Place	25	Roberson	6
Garrard	12	St. Faith's.....	12
Guiler.....	4	Stump	2
Herron.....	4	Swiss.....	8
Hutchisson.....	2	Taylor.....	10
Jacobs	12	Turley.....	5
Jones	2	Welch.....	10
Kramer	2	Williams.....	6
McCoy.....	2	Wisecup.....	8

Work of Big Sisters The cottages are as directly a part of the student government as are the larger halls of residence on the campus, but it is naturally more difficult for an administrative officer to keep in close touch with conditions in so many places. It is with especially grateful recognition therefore that I mention the service of Miss Jessie Van Gorden who, as the Student Government director of the Big Sisters, has kept up an unusually faithful organization by which she has helped to solve many problems in the cottages and thereby materially aided in fostering better observance of study hours, regularity of social plans, and greater harmony between house matron and students.

St. Faith's House No summary of housing conditions would be complete without a mention of the delightful house established as a student residence by the Episcopal Church and presided over by Mrs. Margaret Law Pierson. It is a house which can thru its plan and purpose naturally do much more than to furnish a mere lodging house to the students in residence there and we have felt that the service of St. Faith's as a church center and as a place of fine Christian hospitality has been of much value to the entire community.

Vocational Information At the Vocational Conference which I attended in New York in February, there seemed a general consensus of opinion that in the Liberal Arts College we ought to provide for our students more vocational information—not vocational guidance, which is often misdirection—and that there ought to be special concentration of this effort at the end of the sophomore year. To this end the means already tried by many colleges was approved—vocational conferences, talks by chosen representatives of various professions and business, and the use of alumni as purveyors of first-hand vocational information. In some colleges a vocational committee of the faculty with a representative from every department that has any vocational bearing is beginning to collect vocational information and to become a serviceable center of distribution of such interest to students. I believe such a faculty committee might be serviceable in Miami with some central office where consultations might be held, and where vocational literature, bulletins

from the bureaus and vocational news might be brought to the attention of students far more readily than when it is shelved in a general library.

Last year we had the director of the Chicago Vocational Bureau at the service of Miami girls for a few days' conference, and the financing of the project was carried by the Student Government Association. This year we have not incurred that expense, but I wish we might determine a policy by which some such plan might be financed every year. I am not sure that the same organization ought to be asked repeatedly to bear the expenses of a general vocational conference unless we allow them to increase their funds by making some money.

**Need of Fund
for Women's
Interests**

I am heartily in accord with our college ruling that no student organization may make money by giving a show, dance, or anything else for which admission is charged, because I believe it is most fair in the long run to the student, but I find myself envious of the fund provided in many state and co-educational colleges by some large plan which culminates once or twice a year and realizes a fairly adequate sum for financing the various interests of the women's department, such as the women's vocational conference, the May-day festival, and other needs which are real on the college campus and yet are not the kind which could rightfully be drawn from any state appropriation. When one considers the custom which has been developed by practically all the women's organizations of financing a large part of their activity by making their money on the campus, one wonders whether there is not some imposition on the student who is importuned every day of his college life to buy Y. W. pies, G. A. A. sandwiches, Eaglesmere ice-cream, and so on to the end of the list. Every cause is legitimate and yet we nullify some of the advice we give on the subject of extravagance in spending when we offer so many food markets which the student must patronize in order to show his interest in a worthy cause. We increased the number of such causes this year by adding a new one, the providing of some ornamental bits for the living room at Bishop Hall which were to change the institutional appearance of the room with a more home-like personal touch. The girls responded with alacrity and raised \$45 for a floor lamp and \$18 for some Rook-

wood pottery for mantel and table. They desire now to inaugurate a campaign for funds for a Victrola, which would indeed be an addition to the hall but which presents a long vista of sandwiches and ice cream to be eaten before the necessary sum is realized. This again is one of the hall needs which in all probability can never be realized from funds available for hall furnishings, since we seem always to be about two years behind our needs in getting the actual furniture which must be replaced from year to year. If it seems legitimate to add this as a cause for which we raise funds, we could transform our hall living rooms by adding to their bare necessities an occasional gift of an attractive picture, a piece of pottery, an ornamental cushion, an interesting book.

Conference of Deans of Women I attended this year the conference of Deans of Women in connection with the N. E. A. at Atlantic City and felt it to be a most representative national gathering of deans and the conferences very well worth while. It is interesting to note that a certain change in the character of the program which has been manifest in the last two annual meetings eliminated the discussion of practical details and brought the discussions to the higher level of principles and ideals by which the dean of women's work can best be done. Paradoxical tho it may seem, the conference thereby became immediately practical and serviceable to all.

American Association of University Women I attended also the biennial of the Association of Collegiate Alumnae which met in March in Washington. This national organization now changes its name to the American Association of University Women in order to share more naturally in the new International Federation which promises unusual interest in the association of the college women of the world together, in the stimulus to graduate study in other countries by the establishment of international scholarships, and in the larger understanding of international friendship which at least may be a step nearer realization when the college women of the world know and understand one another.

Improvement in The present college year has presented much satisfaction in its improvement over conditions of the
Attitude of
Students past year, in that the students have seemed to have keener interest in their work, to be more conscious of their obligations to the college and to keep their social life in a far more sane proportion. One feels that the ideals of the college and the individual can be more readily realized under such conditions.

ELIZABETH HAMILTON,
Dean of Women.

The Report on Publications

Miami University Bulletin

Date	Vol.	No.	CONTENTS	Size of Bulletin	Issue	DISTRIBUTION	Cost of Printing
1920							
April .	XVIII	8	Teachers Col. Catalog (reprint)	86 pp and cover . . .	1200	Prospective students, etc.	\$ 324.50
May .	XVIII	9	Alumni News Letter	32 pp	4000	Alumni and former students . .	250.72
June .	XVIII	10	Administrative Reports	210 pp and cover . . .	1000	Colleges, misc.	706.55
July .	XVIII	11	Financial Report	34 pp and cover . . .	600	Colleges, misc.	382.50
Aug. .	XVIII	12	Alumni News Letter	32 pp	4000	Alumni and former students . .	217.50
Sept. .	XIX .	1	Students Activities Accounts . .	112 pp and cover . . .	500	Colleges, Students, misc.	335.00
Oct. .	XIX .	2	Geography Studies		2000	Teachers	
Nov. .	XIX .	3	Alumni News Letter	36 pp	4000	Alumni and former students . .	315.00
Dec. .	XIX .	4	Summer Session Catalog	28 pp and cover . . .	7000	Prospective students	338.00
1921							
Jan. .	XIX .	5	Alumni News Letter	32 pp	4300	Alumni and former students . .	307.50
Feb. .	XIX .	6	University Catalog	184 pp and cover . . .	5000	Pros. students, colleges, misc. .	1250.00
Mar. .	XIX .	7	Teachers Col. Catalog (reprint)		1200	Prospective students, etc.	
April .	XIX .	8	Alumni News Letter		4300	Alumni and former students . .	
May .	XIX .	9	Administrative Reports		1000	Colleges, misc.	
June .	XIX .	10					
Not in Bulletin Series							
			Financial Report, 1918-19	36 pp and cover . . .	300	Colleges, misc.	\$ 362.50
			Report, Dir. Inst. Economics . .	80 pp and cover . . .	500	Colleges, misc.	265.00

The Report of the Librarian

April 1, 1920—March 21, 1921

(See statistics in Appendix)

I. Accessions

Total Content of Library The library contains 57,067 books and 1,311 pamphlets, a total of 58,378 items. In addition about 4,000 books and as many pamphlets are in the care of the library, making a grand total of approximately 66,378 items.

Accessions for the Year During the twelve months covered by this report there were added by purchase 1,467 volumes and 31 pamphlets; by gift, 528 volumes and 29 pamphlets; by binding, 199 volumes; total accessions, 2,194 books and 60 pamphlets.

Important Accessions Among the more notable accessions are the following:

BY PURCHASE—

New International Dictionaries—2 copies.

Hawthorne, Works of—13 volumes.

Dumas, Works of—25 volumes.

Crowe and Cavalsaselle—A new history of painting in Italy—3 volumes

Wells, H. G.—Outlines of History—2 volumes.

BY GIFT—

Ayres, Dr. S. C.

Miscellaneous—11 volumes.

McLean, J. P.

McGuffey readers and spelling book, 3 volumes.

Dubois, Rev. G. W.

Religious books, 13 volumes.

Brandon, Dean E. E.

Sixty-nine volumes, mostly French books.

Lynde, Francis (author.)

The girl, a man and a dog. The Wreckers.

Brandenburg, S. J.

Miscellaneous, 47 volumes.

Evans, Dr. D. H.

Miscellaneous, 53 volumes.

DaCruz, Daniel.

German Grammar.

Nahigian Brothers.

Oriental rugs in the home.

Stephens, Kate (author.)

Workfellows in social progression.

Life on a town near Laurel Town.

The professor's love-life.

University of California.

Semi-centennial publications 1868-1918.

Writings of Carl Schurz, 6 volumes.

Many anonymous and direct gifts from different sources.

II. Use of the Library

All departments of the library were open a total of 308 days during the year.

Inter-Library Loans We are indebted to several of the larger libraries for loans of needed material during the year. Those which have accommodated us most frequently are the following: Cincinnati Public Library, University of Cincinnati, Ohio State University, Indianapolis Public Library, University of Chicago, and Library of Congress.

III. Cataloging

This department has been seriously handicapped during the latter part of the year by the resignation of Miss McElroy and the inability to secure another cataloger for the salary that Miami has been paying.

The report for this department covers only from April 1, 1920 to December 31, 1920.

Cataloging—

Titles.....	875
Volumes.....	2,041
Cards filed.....	4,998
Agricultural index cards filed.....	1,326

IV. Staff

Full-time Assistants Mr. S. J. Brandenburg, librarian, who was granted a sabbatical leave of absence for the year has been much missed. The assistant librarian served as acting librarian.

Miss Mildred McElroy, the efficient cataloger, resigned to accept a more lucrative position in the catalog department of Ohio State University Library, and the library has been without a cataloger since January. There has been no cataloging done since Miss McElroy left, but the professors whose books have come in since thru orders have been most patient and considerate of the situation.

Miss Ruth Cox, '20, has served very creditably since June as desk assistant. The desk force has been strengthened by the full-time service of Charlotte Craig. While only a high school graduate, she has shown unusual ability and is always pleasant and untiring in her work.

**Student
Assistants**

The following students have been employed as student assistants:

Herbert Anstaett—Sept.-April.

Ruth Baldwin—continuous, excepting August.

Edna Barnes—June-July and Oct.-Dec.

Helen Branham—continuous, excepting summer term.

Margaret Clark—June-Sept.

Ruth Cox—April-June

Ethel Darst—April-July

Elsa Davis—June-July and Sept.-Feb.

Charles Finch—April-July

Clemmie Hammond—May-July

Florence Kent—Feb.-April

Alice Kuhne—April-June

Gretchen Marsh—continuous, excepting summer term

Walter N. Roberts—July-Sept.

Edward B. Rowan—continuous, excepting summer term

Pauline Scott—continuous, excepting summer term

Vera Sturm—Sept.-April

Charles Waters—April-June

It is due Mr. Rowan that he have special mention as a student assistant. He has served three years on the student staff, and as he is a senior this year, he will sever his connection with the library at the end of the academic year. He has done most excellent work and the library will miss him, as it is the continuous service together with ability and personality that make the efficient assistant.

V. Miscellaneous

Invoice A complete inventory of the library was taken in August, and a record of the missing books made on the cards of the shelf catalog.

Stack Privilege Stack privileges were extended to the honor students; but few, excepting those who already had entrance to the stacks by card, availed themselves of the privilege.

Binding Fewer periodicals were bound and no books rebound this year because of the great advance in the cost of binding and the bindery fund not being increased sufficiently to meet this advance.

Improvement The placing of lights over the card cabinets has proved a much needed convenience to both students and library staff.

Suggestion I would suggest that the honor system of Miami be extended to the library. Something is needed to impress upon the students that the library is conducted for the student body, not the individual alone. The signing of a pledge card, bearing simple rules of the library, might be required of each student before he is permitted the use of the library.

It has also been suggested that a library deposit of five dollars, or some such amount, be required of every student, the deposit to be made with the cashier and to be refunded at the end of his attendance at the University, minus any charges that the library might have against the student.

JENNIE UNGLESBY,
Acting Librarian.

The Report of the Director of Physical Education

PLAN OF WORK

One of the important functions of this department has been the development of exercise activities among the students along two main lines:

- (1) Non-competitive, including class work and individual exercise on the gymnasium floor.
- (2) Competitive, including soccer, basketball, baseball, handball, and other forms, both indoors and out, for which we could provide facilities.

The administration of the freshman and sophomore activities presented no great difficulty because of the requirement of two periods of exercise per week. The promotion of habits of exercise and participation in games by the other classes demanded a different treatment. With this object in view, and coming in cooperative relationship with the student Intramural Athletic Association, an intensive and varied program of intramural sports was carried on. Results show that 90 per cent of the undergraduates at Miami were engaged in some form of exercise or athletic competition during the past year.

PHYSICAL EXAMINATIONS

Each entering student was given a careful physical examination which served as a basis for advice regarding special corrective exercise, if needed. This examination included a few anatomical observations, as an examination of the eyes, nose, throat, ears, heart and lungs. Examinations were completed and recorded during the opening week of college, and regular work started in the department the second week.

In the coming year it is planned to conduct tests of physical efficiency, the results of which will serve as a basis for permitting students to elect work as a substitute for the requirement. All ex-

aminations were under the direct supervision of Dr. MacMillan assisted by the Director, Miss Carroll, and Miss Cormier.

PERSONNEL

It is earnestly hoped that there will be two full-time assistants added to the department next year, preferably young men just out of college who have entered the profession as a life work. Several persons have rendered splendid service as student assistants, but this arrangement is very unsatisfactory, inasmuch as the work calls for thoro knowledge, quick and firm decision, and, above all, capacity for leadership. It is no reflection on them to say that the department is seriously hampered under present conditions in the accomplishment of an intensive program of activities, whereby the 90 per cent may be increased to 100 per cent.

INTRAMURAL ATHLETICS

The development of intramural athletics at Miami has far exceeded the fondest hopes of those interested in this important phase of University activity. The recreational and physical benefits derived by the student body have been real factors in student moral and well being.

The department has taken the position that its work and influence would be rendered most effective by coming into cooperative relationship with the student Intramural Athletic Association, rather than by attempting to organize groups and conduct contests in a purely official way. As a result, the students have been most active and helpful in extending the number and scope of the competitions up to, and far beyond, the capacity of the facilities, indoors and out, that the University has been able to place at their disposal. The extent of participation by the students and the interest which those engaged take in the competitions, team or individual, are very significant, and would seem to indicate an encouraging growth in the habit of personal work and a departure from the old custom of watching a varsity squad at practice and getting exercise by proxy.

The membership of the Intramural Athletic Association includes representation from the halls, dormitories, fraternities, independent organizations, and freshman, sophomore, junior, and senior classes. The Association has developed a series of contests in all branches of

athletics and has used as units of organization all of the foregoing groups. The success of the work is shown by the crowds of the men who frequent the gymnasium, the tennis courts, the baseball fields, the football field, and the track, to take part in practice or contests for the various championships.

During the past year recreation and physical activity was provided in the following proportions. The numbers given indicate the number of men competing in each sport. In many instances the same man competed in several sports:

FALL SEASON	
	Number competing in each sport
All Freshmen and Sophomores, required work.	300
Football, Varsity	50
Football, Freshman	40
Football, Sophomore	30
Football, Soccer, Intramural	150
Cross Country, Intramural and Intercollegiate.....	50
Tennis, Intramural and Individual.....	100
Total.....	<u>720</u>

WINTER SEASON	
	Number competing in each sport
All Freshmen and Sophomores, required work	300
Basketball, Varsity	20
Basketball, Freshman	20
Basketball, Intramural	300
Track Athletics, Intramural	200
Boxing, Intercollegiate and Intramural	70
Wrestling, Intramural and Intercollegiate	30
Handball, Individual contest.....	20
Total.....	<u>960</u>

SPRING SEASON	
All Freshmen and Sophomores, required work ..	300
Baseball, Varsity.....	30
Baseball, Freshman.....	30
Baseball, Intramural.....	240
Track Athletics, Varsity	25
Track Athletics, Freshman.....	15
Track Athletics, Intramural	100
Tennis, Intramural and Individual.....	150
Handball, Individual contests.....	30
Total	<u>920</u>

Increased activity in this department calls for additional facilities as follows:

- (1) Golf Course.
- (2) Tennis Courts.
- (3) Handball Courts.
- (4) Squash Courts.
- (5) Wrestling Mats.
- (6) Hockey Rink.

SPORTSMANSHIP

An important function of the department is to conserve the social and moral value of games and sports, and to inculcate the 100 per cent spirit of sportsmanship, which is the ability to lose without sulking and to win without boasting. In all contests, both intercollegiate and intramural, during the past year, the 100 per cent type of sportsmanship was ever prevalent.

INTERCOLLEGIATE ATHLETICS

For the first time in several years Miami did not win a championship. This was due to the fact that our teams were exceptionally light and to a great degree inexperienced. Coach Little deserves great credit for his splendid showing during the past year and for tenacity of purpose displayed. His integrity as a leader of men is unparalleled, and I am duly grateful to be associated with him. Our prospects in football and basketball are exceptionally bright for next year and barring any unforeseen difficulties, success is predicted in both branches.

Short schedules in both baseball and track have been arranged and the men on these teams are doing their best to bring success to Miami.

BOXING

The boxing class, under the direction of Dr. Handschin, and with a total registration of 75 students, was the most successful of all. The Annual Intramural Tournament included a large entry and created great enthusiasm.

Our meet with the University of Cincinnati was held at Cincinnati and resulted in a tie-score, each scoring 20 points. Miami is leading the Ohio colleges in promoting intercollegiate boxing. The department is deeply appreciative of Dr. Handschin's work in directing this manly art.

WRESTLING

A wrestling class under the direction of Professor Newdick, assisted by Mr. Bateman, was organized with a total entry of 34. This was a new adventure for Miami, but one well worth the effort, as was demonstrated by the great amount of enthusiasm that was displayed at our intramural and intercollegiate matches. Our team suffered defeats at the hands of Kentucky State and Cincinnati, due in large part to inexperience. Miami, along with several other Ohio colleges, is helping to promote intercollegiate wrestling in Ohio. The department wishes to extend its thanks to Professor Newdick and Mr. Bateman for directing this work.

STATISTICS

See Appendix for Officers and Representatives of Intramural and Intercollegiate Athletics, records of games played, and schedules.

INTERSCHOLASTIC MEET

The eleventh annual Tri-State Interscholastic Meet was held on Miami Field, May 15, 1920. Twenty-four high schools from Ohio, Indiana and Kentucky were represented with a total entry of 248. Class "A" Meet resulted in a tie between Hamilton and Hughes, each scoring 28 points. Class "B" Meet was won by Highlands with the large score of 55. The plan of holding two meets on the same day and of limiting the competition in each meet to schools of certain size, permits the smaller schools to compete. Schools having an enrollment of over 500 pupils are required to compete in Class "A", and schools under 500 students in Class "B". The success of this plan is demonstrated by the large number of schools represented and the large entry list.

Physical Education for Women

OBJECT OF THE WORK

The main object of the work in the Liberal Arts College is to give the student such supervision and instruction as will enable her to secure and conserve her own health and to keep her body in the best physical condition possible. The object in the Teachers College is the same with the added aim of training the student to become

a capable worker in school gymnastics and in the school yard and play ground. In the sophomore class of the Teachers College the work is graded by beginning with the very simple games and dances for the lower grades and gradually working up to the more highly organized games and difficult dances. This gives the student a large amount of material which she may use in the grades later on.

ATTENDANCE AND EXAMINATIONS

This year the enrollment has been the largest it has ever been, with four hundred and seventy girls enrolled in the various classes, each girl taking the work two hours a week with the exception of the Sophomore T. C. section which meets but once a week. Immediately after the opening of college each girl was given a physical examination by Dr. MacMillan, Miss Carroll and Miss Cormier.

HOCKEY

In the Fall hockey was played on the girls' athletic field—every girl playing the game twice a week until Thanksgiving with the exception of a few for whom the game was too strenuous and who were permitted to take some lighter form of exercise in its stead. A large amount of interest was shown in the hockey games this year and the season closed with a class tournament in which the Sophomore Liberal Arts team was victorious.

INDOOR WORK

In the winter months the work is conducted in the gymnasium and consists of tactics, formal floor work, games and dances of various types.

BASKETBALL

During the basketball season one hundred and twenty-five girls came out to play. This was outside of class work. The girls had the gymnasium three hours a week for three months, at the end of which time a class basketball tournament was played. At the end of the tournament the sophomore and junior L. A. teams tied for first place, each team having been defeated but once. This tie was played off in a fast and close game in which the juniors won with a score of 11-10. The last and largest basketball event of the year for the girls was the Bishop-Hepburn game. For the third time Bishop

won the cup. The game was a hotly contested one and ended with a score of 18-15.

SPRING WORK

The spring work is again carried on out of doors, the time being divided between baseball, tennis, track work and group games. The baseball tournament last spring was won by the present senior class.

TENNIS

There was more enthusiasm over tennis last spring and more playing done than there has been for the past five years. The weather was favorable and the courts were kept in better condition than they ever had been before. There were thirty-two entries in the spring tennis tournament, Edna Maxwell coming out the winner. For the first time we had a fall tennis tournament. There were eighteen entries and Edna Maxwell was again the champion.

POINT SYSTEM

It was decided by the Athletic Board that they would cease to give athletic sweaters, but that those who had started to win one might finish and earn one. This year the last sweater was presented to Gretchen Marsh. The point system has been revised in the following manner: Any girl making the three class teams of hockey, basketball and baseball, or winning the tennis championship in one year will receive a numeral. When a girl has two numerals she will receive a letter M.

GIRLS' ATHLETIC ASSOCIATION

The Girls' Athletic Association has a very large membership among the girls of Miami. Its governing board is composed of the following members: Annette Schwartz, President; Helen Fleischer, Vice President; Caroline Miller, Secretary; Nina Carson, Treasurer; Dorothy Cranston, Nell Ansley, Margaret Williamson, Dean Hamilton, Miss Carroll and Miss Cormier. It is fitting that special mention be made of the very effective work done by Helen Fleischer in raising money for the gymnasium fund as chairman of the "Ways and Means" Committee.

WILLIAM MCGUFFEY SCHOOL

The work in the William McGuffey School has been conducted somewhat differently this year. Formerly the physical instructor

did all of the teaching of physical education in the school, meeting each grade two thirty-minute periods a week. Now the work in the lower grades is carried on in the following manner: The physical instructor goes into the room every two weeks, teaches the lesson, and leaves it in written form for the room teacher to teach each day. In the seventh and eighth grades and high school, the physical instructors do all of the instructing, meeting each class two forty-five minute periods a week. The high school girls also have been coached two hours a week in basketball and a social dancing class is being conducted for the benefit of those who cannot dance.

CELIA CARROLL,
Instructor of Physical Education for Women.

JAMES G. BLISS,
Director of Physical Education.

The Report of the Medical Director

April 1, 1920—March 31, 1921

Nurses

Miss Mabel D. Hannabery, our head nurse, resigned in March of this year to accept the position of supervisor of nurses in the Children's Hospital in Cincinnati. This is a great loss to the department, but Miss Hannabery is to be congratulated upon her advancement to a more important position. Miss Edna Steinbaugh has been advanced to the first position and the second position has been filled by the appointment of Miss Kathryn Batey, R. N. Miss Batey is a graduate of the General Hospital Training School of Cincinnati, and for a year has been assistant supervisor of the operating department of that hospital.

Small Pox and Vaccination

In January, one of the students whose home is in the village had small pox. It was a very mild varioloid. This was followed in January and February by two other cases; both very mild. These cases were taken care of in an improvised isolation unit adjoining the hospital proper in Bishop Hall. A special nurse was employed.

At once on the appearance of the first case a general enforced vaccination of all students was ordered. It was found that about half of the students, with the exception of those who had been in the military service, had never been vaccinated. With the subsidence of the small pox scare there is no doubt but that our community will revert to an unvaccinated group, therefore it is the recommendation of the medical director that vaccination be required of Miami students.

Physical Examinations

Physical examination of all students was made as early as possible in the first semester of this year. The freshmen and sophomores together with all new upper class students were examined as rapidly as possible in the first three weeks of school. The medical director was assisted in this work by the physical director, Mr. J. G. Bliss, and Miss Carroll, the physical in-

structor of women. The upper classmen were examined in the subsequent six weeks. The students were rated A, B, and C as in former years.

A GRADE means the physically and functionally fit individual.

B GRADE means the individual having defects susceptible of remedy by appropriate treatment.

C GRADE means the individual having defects not susceptible of remedy—chronic conditions.

A summary of the findings is as follows:

	No. Examined	Physically Defective	Percent Defective
Men.....	479	137	Over 30
Women.....	552	191	Over 34

A number of Class B students have been brought up into Class A by proper treatment. This work, however, has not been as successful as it should have been for various reasons, the chief of which is that the time of the medical director is so taken up with the routine and necessary details of professional attendance on the sick in the hospital and clinic. It ought to be possible to transfer seventy-five per cent of the Class B students into Class A. Physical examination of the McGuffey School children was made in December and January. The grading (A, B, & C) is the same here as in the University.

The result may be summarized as follows:

	No. Examined	Physically Defective	Percent Defective
The Whole School.....	363	178	Over 49
Kindergarten and Grades.....	239	149	Over 57
High School	124	29	Over 23

A report is made to the principal of McGuffey School of this examination in which is given the name and grade of the pupil sub-rated, the reason for the sub-rating, and the recommendations of the medical director. The principal of the school communicates this to the parents of the children. This method has accomplished very little in two years and the director would like to see established some efficient form of follow-up work.

Hospital The health of the students has been better on the
Clinic whole this year than in either of the preceding
years. We have had no marked epidemic. The record shows forty-

one cases of influenza and thirty-five colds treated in the hospital. These last could perfectly well be classed as mild cases of influenza; but this condition never actually became epidemic as in the past two years and was of a much milder nature.

The women students were sick more than the men. The difference is not so apparent in the attendance in clinic where it stands 36 to 32 per cent based on their respective college registrations; but in the hospital there were five women sick to three men. Hospital details may be summarized as follows:

Total number hospital cases.....	457
Total number days spent in hospital.....	1463
Daily average number hospital patients.....	7.85
Number patients in hospital not students.....	29
Number students in hospital.....	428
Percentage of students in hospital to whole student body	41
276 students were in hospital once.	
57 students were in hospital twice.	
10 students were in hospital three times.	
2 students were in hospital four times.	
2 students were in hospital five times.	

It must be understood that our hospital cases cannot be compared with hospital cases in other than college communities. Because of their residence in dormitories, halls, and cottages we have no means of properly treating our sick students except to bring them into the hospital. The result is that very many of our hospital patients are only slightly sick, and if they were in their own homes would not be considered hospital cases at all.

Women's Auxiliary

During the past two years the director of the department has come in contact with some of the parents of sick students. In all cases they have shown much interest in our work. It has occurred to the director that this sympathetic feeling could be utilized to the advantage of all concerned,—parents, students, and the department. He is therefore proposing the formation of a women's auxiliary—an organization of all women interested in health work at Miami, but more particularly the *mothers* of students. It is hoped that such an organization may be formed about Commencement time of this year.

WADE MACMILLAN, M. D.,
Medical Director.

TOTAL NUMBER FOR YEAR—457

[illegible]

Diseases: Special—Total 132	1920							1921			
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
Acute Conjunctivitis.....	...	2	...	...	...	1	...	...	...	2	5
Acute Epididymitis.....	...	...	...	...	...	...	...	...	1	...	1
Acute Pharyngitis.....	...	...	...	1	2	3	...	3	4	2	15
Acute Tonsillitis.....	...	...	...	...	...	...	1	3	3	...	7
Abscessed Tooth.....	...	...	...	...	1	...	...	...	...	...	1
Dermatitis—poison ivy.....	...	1	1	...	2	...	...	...	...	3	7
Dysmenorrhoea.....	3	5	1	2	2	5	6	6	...	4	34
Epistaxis.....	...	1	...	...	...	...	...	...	...	...	1
Follicular Tonsillitis.....	2	3	4	1	1	1	3	4	3	4	26
Frontal Sinutitis.....	...	...	...	...	1	...	...	...	...	...	1
Furunculosis.....	...	...	...	2	2	...	1	...	...	...	5
Hordoleum.....	...	...	...	...	...	...	...	...	...	1	1
Impacted Cerumen.....	...	1	...	...	...	...	...	...	...	...	1
Menorrhagia.....	1	...	...	...	...	...	...	...	...	...	1
Post-operative Rhinitis.....	...	...	...	...	1	...	...	...	...	...	1
Scabies.....	2	4	...	1	4	...	1	2	...	4	18
Sycosis.....	1	...	...	...	...	...	...	...	...	2	3
Ulcerated Stomatitis.....	...	...	...	...	...	1	...	...	...	...	1
Urticaria.....	...	...	...	1	2	...	...	...	...	...	3
Total.....	...	...	...	...	...	...	...	...	...	...	132

CLINIC PATIENTS

TOTAL NUMBER FOR YEAR—3764

	1920							1921			
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
No. patients treated.	314	460	162	261	410	420	306	630	483	318	3,764
Men.....	142	246	87	142	194	168	149	223	185	123	1,659
Women.....	172	214	75	119	216	252	157	407	298	195	2,105
No. Treatments given	933	1,079	321	690	1,440	1,266	776	2,397	2,113	1,340	12,355
Daily Average.....	40	34	21	41	46.7	42.2	43.1	35.6	75.5	56	

HOSPITAL PATIENTS

PERCENTAGE BASED ON A REGISTRATION OF 454 MEN AND 574 WOMEN

	1920							1921			
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Avg.
Men	2.4	4.6	2.	1.3	5.	3.3	2.2	4.1	2.4	6.16	3.3
Women	4.	5.4	3.	3.3	7.3	4.	6.6	7.1	6.09	8.3	5.5

CLINIC PATIENTS

	1920							1921			
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Avg.
Men	31.	54.	19.	31.	42.7	37.	32.8	49.	47.4	27.	32.
Women	30.	37.	13.	20.7	37.6	44.	27.	70.9	52.	34.	36.

The Report

of the

Director of Institution Economics

ADMINISTRATION

The Boarding Department management has remained as it was last year except for the resignation of Miss Lois Michael from Hepburn Hall. Miss Michael is finishing work on her B. S. degree in home economics at Ohio State University, and Mrs. Frances Graham was obtained thru the Civil Service Commission to fill her place. Mrs. Graham came to us in September from The Soldiers' and Sailors' Orphans' Home, at Xenia, Ohio, after experience covering a period of years in state institutions. She has made an enviable record in her administration of the housekeeping and boarding matters in Hepburn Hall. Miss Alice Hull has continued at the Commons, and Miss Helen Edwards at Bishop Hall. The supervisor has remained in residence at East Hall and has had charge of the housekeeping in that unit.

DUTIES OF SUPERVISOR

There has been no noticeable change in the duties of the supervisor. A concerted effort has been made by the supervisor and managers to make the boarding charge yield the largest returns possible in quantity and quality and the different means taken to accomplish this end will be given special consideration in this report. The supervisor has done the food planning and buying, has taught the course in home economics which she has regularly offered in the College of Liberal Arts, has had charge of the housekeeping in East Hall, has spent a considerable amount of time in finishing the bulletin which has been under way for several years, and in making certain advance studies which it is felt have been of considerable value to the boarding department, as well as in carrying on such other details as have from time to time attached themselves to this position.

TEACHING

The supervisor has taught the scheduled course in Food and

Nutrition for senior women but, due to press of boarding department work, had to drop the teaching of Institution Cookery which had been given by her for the Teachers College. The plan is to employ some one on the home economics staff who will teach this course using the boarding department kitchens as the laboratories, as has been done previously.

There is a steady undercurrent of demand from Liberal Arts College women for a course in laboratory and theoretical cookery and it has occurred to the supervisor that the first semester of her senior course might be made a combination of the present food study and of laboratory theory and practice in cookery, leaving the second semester devoted to nutrition as it is at present.

PUBLICATION

The bulletin, which has been so long delayed by various outside circumstances, was printed in January and sent to various persons who might be interested in such an analysis of boarding department matters. The interest with which it was received in many cases was quite out of proportion to the hesitancy which the supervisor felt in submitting the report.

It has been our plan to issue pamphlets from time to time which shall contain special studies in progress in the department. It will be impossible to write the one planned for this spring while the experimental data is still fresh, so the gist of it will be included in this report.

BUYING

There has been no marked change in the buying policy of the department. Care has been taken to guard against over-purchasing any article which had supposedly reached its lowest price level. Close contact has been kept with buyers of various commodities and a conservative policy adhered to. So far this course has been justified.

An experience with a considerable purchase of apples has convinced us that until adequate storage facilities are available here, a repetition of such a purchase is ill-advised. We are also convinced that present market conditions make egg storage here undesirable—that the policy of contracting with some reputable firm for a definite number of cases to be delivered on demand is a wise one.

Check on the quality of the milk supply has been made at frequent intervals, and every endeavor has been made to keep it above question in fat content and bacterial count.

Because of easier market conditions and an increasing volume of our own store room business for which we have not been able to secure adequate assistance, little attempt has been made to enlarge on the service which our buying facilities might be to families and clubs affiliated with the University. The supervisor has spent time as requested in consultation with various club and organization stewards.

LABOR SITUATION

In general there has been less friction among boarding and building employees this year than usual. There have been practically no changes in the women's halls or in the hospital and a good spirit of cooperation has existed among the workers and between the managers and workers. The situation at the Commons became too heavy for the young and relatively inexperienced workers employed there. Early in December almost the entire force was replaced. The absence of friction and the improvement in the quality of the cooking has justified the change. The labor surplus is making the employment problem easier than it has been for the past four years.

CATERING

The extra labor involved in providing food for social gatherings falls of necessity on the managers. Their regular work was so increased by the heavy enrollment of this year and by the more elaborate menu made possible with the increased boarding charge, that it seemed advisable to accept as little catering as possible.

During the fall very little of this was done, but as the demand grew with the social season, the department was forced to yield to so many requests that the catering program has been as heavy as during any previous year. The supervisor feels that it is reasonable to have the students cared for on the campus, but that the demands on the managers' time are unreasonable. The solution for this situation is the employment of an additional person in the department who would cater for social activities. Further reasons why this extra person should be employed are indicated in this report.

ADVANCE STUDIES

1. In order to prove to ourselves that the menu as offered furnished sufficient fuel and protein, a daily food analysis has been made. This study was worked out in the following way:

The calories and per cent of protein were calculated for each unit every day, using the daily requisitions for food sent by the managers to the storekeeper. (Physiological rather than bomb calorimeter values were used as the standard for calculating the fuel of each food and a table of weights and measures was obtained by actually weighing and measuring the items used.)

Data relative to the actual number of persons who ate the food furnished by each requisition was obtained from each head waiter's daily report and the total calories per capita found by dividing the total calories of the requisition by the number of people fed. The total calories divided into the total protein calories indicated the per cent of protein furnished by the day's food.

An individual hall and average daily record for calories and protein has been kept, but real significance has only been attached to the weekly averages, since utilization of left-overs and size of packages in which food is delivered prevent complete utilization of all items on the days ordered.

The average daily result for the campus from September 13, 1920, to March 11, 1921, has shown a per capita fuel consumption of 3,542 calories, 12.75% of which are from protein. The variety of foods offered and the large amounts of vegetables, fruits, milk and its products which are used daily assure us of an adequate supply of mineral matter and vitamins.

A summary of the monthly average reads as follows:

	Calories	% protein
September, 1920.....	3406	12.6
October, 1920.....	3405	12.7
November, 1920.....	3545	12.95
December, 1920.....	3558	12.55
January, 1921.....	3684	12.89
February, 1921.....	3654	12.8

This study has cost \$81.48 to date, or approximately fifty cents a day. This indicates that it takes a student two hours daily to run one analysis and from one-half to three-quarters of an hour is spent by the supervisor in addition.

The department feels that the point to be proved by such a study has been made and over a long enough period to be conclusive, and that further daily continuation of it is an unwise use of boarding money. We would recommend that one week of each three-months period be analyzed in the future to check on the consumption.

2. An investigation into the relation between the daily costs and amount of fuel has been started in order to ascertain the average cost per unit of consumption. We hope to complete this work before the school year closes.

3. The department is also attempting to establish a definite relation between market fluctuations and the daily cost of our foods. The weighing method used by The Analyst has been suggested as a basis for this work. It is not expected that this study will be completed before the college year is over.

BOARDING CHARGE

With the beginning of this college year the boarding charge for men and women was raised from \$4.25 and \$3.50 to \$5.00 and \$4.50 respectively. The uncertain market conditions and the dissatisfaction the administration felt with the results of its best efforts last year made this change seem advisable.

A new scheme was followed as an experiment. Each manager was given twenty-five cents per capita of the weekly boarding charge as a special sum to be set aside for "extras"—heretofore out of her reach. The things to which this money was devoted were determined in advance as nearly as possible in department conferences.

The usual plan of allowing 70% for food materials plus transportation and 30% for overhead was followed with the balance of the charge. The price of single meal tickets was increased from thirty to forty cents, excepting Sunday dinner, for which sixty cents was charged. This increase has apparently worked no hardship if the income from single meals may be taken as an indication of its effect.

The department does not feel that the boarding rate should be lowered next fall unless there is a much more marked decline in the cost of foods and overhead items than has been the case this year. As fast as the fluctuating market has produced any money surplus it

has been spent for more attractive and desirable foods and we feel that the effect on the student attitude toward the boarding department warrants pursuing this policy until a much more decided decline in the markets takes place. It is impossible at this time, however, to recommend a procedure for next September.

STUDENT COMMITTEE IN CHARGE OF MENU MAKING

The supervisor has always wanted to experiment with student opinion as an aid to menu-making but has felt that the previous boarding charge was too low to allow enough latitude for student choice in food selection.

A student committee was selected last October and asked to criticize and revise each week's menu. The following plan was used:

The six weeks rotating menu continued to be the basis for work. The supervisor and managers criticized and altered the week under consideration and then the corrected copy was taken by the former to the student conference of three upper-class women from each of the three dining halls. Then the menu was written on the board and for an hour subjected to every kind of criticism possible for students to give it. Criticisms were discussed by the committee and supervisor and accepted unless the committee felt they were ill-advised. The corrected menu was then given the managers so that they might make out the food orders for that period.

This student committee was tried out with much hesitation, but it has probably proved the most beneficial step forward recently taken by the department. We have received a few new ideas in meal combinations from the committee, but the main help has come along four lines: (1) from learning the student's idea of what types of things to include and what to omit; (2) from re-arranging combinations of foods in meals; (3) from getting the student viewpoint of weak spots in the work as done in each hall; (4) from getting student opinion behind what we are attempting to do.

The fourth point is the one we have appreciated most. We selected nine girls who we were sure would feel free to express opinions, some of them girls who had the reputation of being very critical boarders. They have helped adjust boarding possibilities to student desires in a marked way and we feel the experiment has been a decided success. This committee is changed each semester and

rs.	Fri.	Sat.	Sun.	Mon.
pples wheat Br hash) C.	Tangerines Cream of wheat Toast (Cakes—syrup) C. and C.	Bananas Post toasties Toast (Fried potatoes) C. and C.	Grapefruit Shredded wheat Toast and jam (Fried eggs) C. and C.	Apple compote Rolled oats French toast syrup C. and C.
ed e and L read a mode	Frankfurters Mustard sauce Creamed potatoes Buns (Scal. corn) Choc. pudding Whipped cream	Cold sliced hamburg catsup Creamed wax beans Graham bread (Potatoes) Plums Tea	Roast pork Mashed potatoes Peas Pineapple and cheese salad Choc. ice cream Cookies—cakes	Creamed dr. beef Mashed potatoes (Br. cabbage) Peaches Cookies

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	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	II	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	III	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.
	Bananas Post toastes Jam Toast (Creamed dried beef) Cocoa-Coffee	Baked apples Raisins Biscuits (Fried eggs) C. and C.	Apricots Post toastes Toast (Cakes-syrup) C. and C.	Oranges Shredded wheat Muffins (Scrambled eggs) C. and C.	Prunes Rolled oats Toast (Rice and bacon cakes) C. and C.	Grape fruit Puffed wheat Toast (Fried eggs) C. and C.	Raisins Cream of wheat Toast (French toast) C. and C.	Breakfast	Apricots Rolled oats Coffee cake (Jam) Cocoa-Coffee	Bananas Shredded wheat Toast (H Br pota- toes) C. and C.	Tangerines Cream of wheat Muffins Jam C. and C.	Oranges Post toastes Toast (Cakes-syrup) C. and C.	Prunes Raisins Toast (Cr. dr. beef) C. and C.	Grapefruit Puffed wheat Toast (Str. eggs) C. and C.	Bananas Post toastes Biscuits Toasty (Cr. potatoes) C. and C.	Breakfast	Stewed peaches Cream of wheat Toast (Omelet) Cocoa-Coffee	Oranges Raisins Toast (Fried mush) C. and C.	Baked apples Puffed wheat Muffins (Baked hash) C. and C.	Tangerines Cream of wheat Toast (Cakes-syrup) C. and C.	Bananas Post toastes Toast (Fried potatoes) C. and C.	Grapefruit Shredded wheat Toast and jam (Fried eggs) C. and C.	Apple compote Rolled oats French toast syrup C. and C.
	Scrambled eggs Mashed Br. potatoes Sweet rolls (Apple salad) Salp. - bananas con - pineapple	Baked beans Potato salad Graham bread Apple butter Cake a la mode	Baked sausage gravy Mashed potatoes Jam Carrots Plums	Sliced hamburg potatoes Raisin bread (Corn and tomatoes) Apple sauce	Macaroni and cheese Green beans and bacon Plain rolls (buttered beets) Peaches	Baked ham Mashed potatoes Baked apples Corn pudding Ice cream (Choc) Cookies	Browned mashed potatoes Creamed peas (Baked hash) Fruit Cobbler	Luncheon	Macaroni and cheese Cabbage and celery salad Jam - Rolls (Scalloped corn) Baked apples	Sausage cakes gravy Sweet potatoes Graham bread (Carrots - browned sauce) Choc. pudding	Baked lima beans Breaded tomatoes Rye bread (Sweet potatoes) Tapioca custard Cookies	Braised hearts gravy Baked brown- ed potatoes Assorted rolls (Creamed peas) Sliced fruit	Baked hash Green beans and bacon Jam (Tomato soup) Apple sauce Doughnuts	Flank steak Mashed potatoes Asparagus Ham and pine. salad Ice cream (car) Cookies	Rarebit Apple salad (Southern Spaghetti) Peach cobbler	Luncheon	Baked beans Catsup Potato salad Rye bread (Jam) Floating island	Meat salad Cr. potatoes Sweet rolls (Breaded tomatoes) Fried apples	Scrambled eggs Scal. rice and cheese Raisin bread (Peas) Cake a la mode	Frankfurters Mustard sauce Creamed potatoes Buns (Scal. corn) Choc. pudding Whipped cream	Cold sliced hamburg catsup Creamed wax beans Graham bread (Potatoes) Plums Tea	Roast pork Mashed potatoes Peas Pineapple and cheese salad Choc. ice cream Cookies	Creamed dr. beef Mashed potatoes (Br. cabbage) Peaches Cookies
	Baked ham Mashed potatoes Buttered peas Breaded tomatoes Rice custard Cookies	Swiss steak Dressing Sweet Potatoes Cr. wax beans Relish Pears	Beef stew Browned potatoes Creamed corn Cabbage and celery salad Ice cream (van)	Salmon loaf mustard sauce Mashed potatoes Creamed asparagus Relish Pumpkin pie	Roast beef Sweet potatoes Cr. cauliflower Apple salad Floating island Cookies	Meat salad Sweet rolls Jam Cocoa Blanc mange	Meat loaf Browned potatoes Creamed onions Banana salad Pineapple	Dinner	Swiss steak Mashed potatoes Lima beans (green) Spinach and eggs Spinal beets Washington pie	Roast beef Browned potatoes Spinach and eggs Apple salad Ice cream (van)	Fried herring Scalloped potatoes Boiled cabbage Mustard pickle Apple pie	Roast pork Sweet potatoes Corn pudding Creamed celery Cake a la mode	Beef stew Mashed potatoes Buttered peas Relish Pears-Cookies	Sardines-- lemon Potato salad Raisin bread Apple butter Cocoa Salpicon	Baked ham Mashed potatoes Peas and carrots Jelly Fruit gelatine	Dinner	Roast beef Parsley potatoes Creamed celery Fruit salad Choc. ice cream	Meat loaf Mashed potatoes Green beans Banana salad Mince pie	Meat pie Mashed potatoes Br. tomatoes Corn pudding Pineapple	Roast ham Browned potatoes Cr. cauliflower Beef lettuce salad T. I. dressing Peach ice cream	Flank steak Scal. potatoes Spinach and eggs Pear salad Washington pie (Spice and cream)	Baked beans Cabbage relish St. Br bread Cocoa Rice custard	Roast beef dressing Sweet potatoes Asparagus Relish (olives) Fruit roll

	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	V.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	VI.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.
	Bananas Post Toasties Toast (Bread omelet) Cocoa-Coffee	Oranges Cream of wheat Biscuits - jam (Creamed mint) C. and C.	Prunes Shredded wheat Toast (Baked potatoes) C. and C.	Grapefruit Post Toasties Toast (Creamed dried beef) C. and C.	Baked apples Raisins Toast (Scr. eggs) C. and C.	Oranges Post Toasties Toast (Cakes) C. and C.	Apricots Puffed wheat Toast (Omelet) C. and C.	Breakfast	Oranges Rolled oats Muffins (French toast, syrup) Cocoa-Coffee	Tangerines Post Toasties Rolls (Fried mush syrup) C. and C.	Baked apples Raisins Toast (Omelet) C. and C.	Apricots Cr. of wheat Biscuits (Fried eggs) C. and C.	Prunes Post Toasties Toast (Baked hash) C. and C.	Grapefruit Puffed wheat Toast (Cakes - honey) C. and C.	Fresh apples Rolled oats Toast (Cr. dried beef) C. and C.	Breakfast	Grapefruit Raisins Biscuits - jam (Eggs) Cocoa-Coffee	Bananas Shredded wheat Toast (Hash) C. and C.	Apple compote Puffed wheat Toast (French toast) C. and C.	Oranges Rolled oats Toast (Eggs) C. and C.	Prunes Raisins Toast (Rice and lamb) Cakes C. and C.	Grapefruit Puffed wheat French toast syrup C. and C.	Oranges Post Toasties Toast (Cr. meat on toast) C. and C.
	Scrambled eggs Mashed br. potatoes Apple butter Graham bread (Corn) Cottage pudding sauce	Sausage-- gravy Buttered rice Gingerbread (Cr. cabbage) Apple sauce Tea	Baked beans Potato salad Buns--jam (Breaded tomatoes) Custard pudding Choc. sauce	Asparagus on toast Browned mashed potatoes Slaw (Lima beans) Rice custard	Sliced hamburg mashed potatoes Relish (Jam) Prune whip	Pork chops Dressing Mashed potatoes Buttered peas Relish Choc. ice cream Cake--coffee	Macaroni and cheese Breaded tomatoes Sweet rolls (Wax beans) Choc. pudding (marshmallow)	Luncheon	Scrambled eggs and bacon Hash br. potatoes Raisin bread (Apple salad) Plums and cookies	Liver and onions Mashed potatoes Rye bread Relish (Creamed peas) Apricot custard	Pork sausage gravy Mashed potatoes Doughnuts Sauer kraut Peaches	Asparagus on toast (Baked beans) Sauced heets buns Grapes-- Gingersnaps	Creamed dried beef Scalloped potatoes Doughnuts (Cottage cheese) Hot applesauce	Swiss steak Dressing Mashed potatoes Corn pudding Head lettuce salad Ice cream cake (Choc. pep sauce) Coffee	Frankfurters (mustard) Potato salad Rye bread (Green beans and bacon) Cake a la mode	Luncheon	Potato soup, crackers Meat pie Head lettuce salad (T. I. Dressing) (Peas)	Creamed dr. beef Mashed potatoes Graham crackers (Peanut butter) Plums Tea	Cold sliced meat Br. mashed potatoes Raisin bread (Tomatoes) Choc. pudding	Salmon croquettes Cr. pea sauce Creamed potatoes Graham bread (Scalloped corn) Baked apples	Baked beans Apple salad Hot rolls (Potatoes) Floating island	Veal cutlets Cream gravy Mashed potatoes Corn pudding Head lettuce salad T. I. dressing Car. ice cream Cookies coffee	Fried eggs Scalloped potatoes Relish Ginger bread (Salmon salad) Apple sauce
	Meat loaf Mashed potatoes Peas Head lettuce salad Grapefruit	Tomato soup Beef pie Sweet potatoes Pineapple and banana salad Ice cream (caramel)	Roast pork Br. potatoes Baked apples Corn pudding Cherries	Baked halibut Dressing Cream potatoes Green lima beans Mixed pickles Pineapple Ice	Roast beef Dressing Browned potatoes Green lima beans Pineapple Cookies	Meat salad Hot rolls Cocoa Sliced oranges and bananas Cake	Swiss steak Mashed potatoes Spanish rice Banana salad Peaches	Dinner	Baked ham Browned potatoes Creamed corn Apple sauce Ice cream (caramel)	Breaded veal cutlets Creamed gravy Mashed potatoes Succotash (green beans) Pineapple and cheese salad Fruit gelatine (Whipped cream)	Beef pie Sweet potatoes Succotash (green beans) Fruit salad Tapioca pudding	Flank steak Mashed potatoes Browned cabbage Banana salad (Graham bread) Ice cream	Roast beef Dressing Browned potatoes Cauliflower Pickle relish Washington pie	Scalloped salmon Mustard pickle Rolls Cocoa Salpicon	Roast pork Sweet potatoes Buttered peas Slaw Pineapple	Dinner	Swiss steak Mashed potatoes Breaded tomatoes Banana salad Peaches	Roast beef Sweet potatoes Creamed onions Pear salad Choc. ice cream	Baked ham Tomato sauce Browned potatoes Asparagus Lima beans Relish Pie a la mode	Beef stew Mashed potatoes Lima beans Cauliflower New radishes Fruit roll	Cold boiled ham Potato salad Raisin bread Cocoa Doughnuts	Roast beef Dressing Parsley potatoes Br. tomatoes Wax beans Washington pie	

when a girl—they are probably among the busiest students in college—is unable to attend she sends a substitute. This enables more students to have a voice in food selection and perhaps to register criticism from a new standpoint.

The various students have told the supervisor that the increased boarding charge and this new attitude toward cooperating with student desires has almost killed any adverse criticism of the boarding department. Students say that they have never spent less money “up town” for food than has been the case this year. The supervisor would feel loathe ever again to attempt alone to make menus to feed student groups when they are so capable of adjusting the things themselves and so eager to cooperate in working out the problems presented. We have kept a record of all changes and are including in this report the six-weeks menu sequence as it now stands after eighteen weeks of student revision.

The supervisor has analyzed as many sets of menus used elsewhere as could be procured and has attempted to take advantage of such suggestions as she received from them. In the main this has been of little assistance.

REFURNISHING AND EQUIPPING PROBLEMS

The supervisor spent a considerable amount of time last summer in drawing plans for furniture for the Hepburn Hall lobby. This was made to order by the Ohio State Reformatory and has proved, in the main, satisfactory. Special permission was obtained to furnish the Hepburn Hall living rooms in factory built furniture of a more pleasing nature. After long investigation selections were made by the Dean of Women and her assistant together with the supervisor and it is hoped that they will prove as decorative and as substantial as that which is in use in Bishop Hall. Porch furniture for Hepburn Hall has also been selected and at an early date the music room and porches at Bishop Hall will be refurnished according to plans now under way.

The boarding department is at present engaged in getting together estimates and in purchasing the complete equipment for the boarding annex being built for Bishop Hall.

AN ADDITIONAL MANAGER NEEDED

The department has felt for some time that the extent of territory covered by the boarding problem warrants the employment of an additional person whose duty would be to give relief at certain points—the most obvious as follows:

1. She should take entire charge of all catering activities no matter in what campus building they might be held. A small fee charged each organization availing itself of her services would go far toward paying her salary, especially as she would create a catering demand which we have not cared to increase in the past. It is not legitimate to demand the services of a manager all day long for the supervision of her housing and boarding unit and then require her to spend additional late night hours each week on catering problems.

2. She might be employed in conjunction with the Teachers College and give the course in Institution Cookery, thus helping carry her salary and relieving the boarding supervisor.

3. She would be used to replace the managers as they are away from the campus for a few days each month. At present they are relieving each other but it proves rather too strenuous in the long run. As the department grows this type of assistance will be needed for several days each week.

4. The supervisor is attempting to carry on certain dietetic studies in addition to her regular duties. The amount of mechanical labor involved in many of these investigations is heavy and the student labor sometimes employed is an expensive relief. An additional person would enable the supervisor to pursue this line of work in a way now impossible. The value of such studies to the boarding departments over the country is evidenced by the reception which the recent departmental bulletin has received. The organization of this boarding department makes available a vast amount of data which should make Miami a pioneer in accurate studies in the field of institution food.

5. She could, by her presence in the department office to do routine work, release the supervisor for a more intimate contact with the managers and employees in the working out of kitchen, dining room, and housekeeping problems. The supervisor feels that the

results obtained by her attempts along this line this year have indicated the value of time so spent and recommends that the policy be continued.

RECOMMENDATIONS

1. When East Hall was opened in December, 1919, the supervisor moved there to oversee the housekeeping because there seemed no other person to whom the work should be assigned. When a competent maid is employed there is but a small amount of daily routine to be cared for and the supervisor would suggest that the manager of the Commons live there and assume this responsibility. At present there is no place for this manager on the campus and too much of her time is necessarily spent enroute between her room in town and the Commons. This would also more nearly balance her work and that of the other managers who have both boarding and housekeeping duties in their respective halls. One hour daily is more than enough time for the supervision of East Hall housekeeping.

2. The monthly vacation of one or two days granted the managers this year has proved quite worth while. It has in a measure afforded the relaxation they needed and has enabled them to work at higher speed during the time spent here. The department feels that this practice should continue.

3. Because of departmental demands on her time the supervisor has been able to do very little visiting of other institutions this year. It is hoped that more of such outside contact can be had another year.

CLARA M. FEENEY,
Director of Institution Economics.

The Report of the Chief Engineer

Repairs and Improvements

Shifting of departments in the Main Building necessitated changes in wiring. Some changes were also made to provide adequate lighting in study rooms in the same building. Lights were installed in the balance room of the Chemistry Building and on the card catalog case in the Library. A light was installed outside on the east wall of the Library. This was a very dark place and a light was much needed on account of the girls from East Hall having to pass this place on their way to and from the Library and other buildings. Five electric irons were installed in the laundry at East Hall.

Several leaks developed in the steam supply and return lines in the McGuffey Building where the pipes were put under the cement floors, thus leaving no access to them. Where this piping was taken out for repairs, it was badly corroded. It is likely that other piping in this building will give further trouble in the near future. In the basement of the stack room in the Library the piping is installed in the same manner and some of the small steam and return lines are in bad shape. It would be a good plan to place a valve on the steam supply to the stack room so that in case of a break in some of these lines the steam could be shut off from the stack room without shutting off from the rest of the building. This would cost about \$25.00.

Changes were made in the piping of the return system in East Hall. It is now arranged in such a way that it will work equally well as a gravity system. At times it is better economy to let the water of condensation waste than to return it to the plant.

The tubes in boiler No. 5 were leaking so badly at the rear and had been rolled so often that it was necessary to insert a special steel thimble and have them rolled. This was done to enable us to get thru the heating season. These tubes show slight leakage again and will have to be retubed this year. This will cost about \$900.00. New tubes will have to be put in boiler No. 2. Fortunately we have these tubes on hand and the only expense will be to put them in

place. This will cost about \$140.00. Repairs will have to be made on fire walls and arches but not to any great extent.

The steel smokestack showed signs of weakness near the base; the metal was badly corroded and very thin in places. This was reinforced by riveting angle arms to the shell to a height of ten feet on the outside and laying a course of brick on the inside.

We enlarged our platforms for storing coal, adding 2,641 sq. ft. This made our total storage capacity about 650 tons.

Cost of Operation

Salaries.....	\$ 6,840.00
Fuel	22,606.00
Light purchased	707.04
Water used in the plant	287.40
Oil, packing, waste, compound, etc.....	386.88
Repairs to boilers.....	211.90
Repairs to engine, dynamos, and pumps.....	9.90
New grate sections	106.36
Lamps and batteries purchased	650.00
Fuses.....	36.35
Miscellaneous	55.07
Repairs to steam piping and radiators....	325.18
Repairs to temperature regulation.....	20.47
Repairing base of smokestack.....	765.00
Alterations in piping at East Hall	172.37
Total.....	\$ 33,179.92

Coal The average amount of coal used for six months ending April first was 341½ tons. The average evaporation per pound of coal was nine pounds. The average outside temperature for six months ending April first was 36°. Samples taken from seven cars of coal purchased showed the following results:

Sample 1	Sovereign Run-of-mine	15,076.84	B. T. U.	6.3% ash.
Sample 2	Sovereign Run-of-mine	14,766.37	B. T. U.	6.4% ash.
Sample 3	Sovereign Run-of-mine	14,970.00	B. T. U.	5.2% ash.
Sample 4	Sovereign Run-of-mine	14,719.77	B. T. U.	8.0% ash.
Sample 5	Sovereign Run-of-mine	14,633.54	B. T. U.	7.0% ash.
Sample 6	Harlan Gas	14,207.23	B. T. U.	8.5% ash.
Sample 7	Sovereign 3 inch Lump	13,617.2	B. T. U.	10.8% ash.

Electrical The average electrical output per month was 11,305 k. w. hours. The village furnished an average of 1,356 k. w. hours per month for July, August, and September; and from October first to April first, an average of 681 k. w. hours per month.

Needs Some direct radiation is needed in rooms No. 209 and No. 309 in North Pavilion of McGuffey Hall. It is impossible to heat these rooms to more than 60° in zero weather.

The boiler settings should be given a coat of plastic cement to stop air leaks in brick work. In places where this has been done it has been the means of quite a saving in fuel.

JNO. DEVINE,
Chief Engineer.

The Report of the Secretary to the Board of Trustees

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I. Finances

UNIVERSITY BUDGET

The total budget for the current year exclusive of rotary funds and Additions and Betterments is \$337,332.53. This compares with the budget for the last fiscal year as follows:

	1919-20	1920-21
Personal Service	\$ 203,927.00	\$ 244,265.00
Maintenance	63,909.00	93,067.53
Total	\$ 267,836.80	\$ 337,332.53

The current year's income is derived from the following sources:

State appropriations for—

Personal Service and Maintenance	\$ 234,365.00
Student Fees, second semester 1919-20, available for salaries 1920-21.....	13,000.00
Student Fees 1920-21 available for salaries.....	48,000.00
Land Rents	6,500.00
Room Rents....	26,025.00
Total	<u>\$ 327,890.00</u>

The excess of appropriations over current income of \$9,442.53 has been charged against room rent reserve.

The appropriations made by the 83rd General Assembly in the session of 1919 were inadequate to meet the increased costs for the fiscal years of 1919-20 and 1920-21. At the 1920 session of the General Assembly a bill was passed granting to the educational institutions the use of fees received from students. This measure relieved the salary situation but in no wise provided for the greatly increased costs of all items entering into the maintenance of the plant. With the exception of an emergency appropriation of \$5,160 for fuel no additional funds have been supplied by the state. The result has been that we have been forced to draw more heavily upon room rent receipts.

For several years we have been keeping a careful record of the cost of operating our dormitories. This record shows that after taking into consideration all items properly chargeable to the dormitories there has resulted a surplus of approximately \$6,000 per year. This surplus has been used to supplement state appropriations for the maintenance of the educational plant on the theory that the dormitories should return at least a small yield on the investment and that this could properly be used for educational purposes. The Attorney General, however, has rendered an opinion within the last year that the Legislature in making appropriations for the construction of dormitories did not intend that any net income should result from their operation and that room rent receipts can properly be used only for expenses relating directly to the maintenance of dormitories.

Our requests of the Legislature for maintenance for the next two years were made in the light of the above ruling. The Finance Committees have not increased appropriations sufficiently to compensate for the loss from the educational budget of the net room rent item

and the amount of money available for maintenance will be less for the next biennium than for the current two-year period. The state has recognized, however, an obligation to provide all funds for the maintenance of the educational plant and the complete separation of room rent receipts from state appropriations in the University budget marks a distinct advance. Beginning July 1, 1921, the room rent account will be operated as a rotary fund. This account will be charged with expense for service, heat, light, water, supplies, repairs, etc., supplied to the dormitories. It is expected that this account will show a balance of approximately \$6,000 a year and this will be carried as a reserve for major repairs, replacements, and additions.

OGDEN BUILDING FUND

The value of the building fund for Ogden Hall in the hands of the University as of April 1 was \$275,091.22. There is still due from the Executors on account of this bequest \$22,000 with accrued interest estimated at \$2,000. The value of the fund at the end of the fiscal year will be in excess of \$300,000. That part of the fund held by the University on April 1 was invested as follows:

Note of Henry F. Loeser secured by first mortgage on	
Indianapolis real estate	\$ 45,000.00
Municipal and county bonds.....	128,638.50
U. S. Liberty Bonds	70,583.00
U. S. Victory Bonds.....	26,531.96
1st mortgage loan, Miami University.....	3,000.00
Cash	1,338.46
Total	\$ 275,091.92

WELLS ESTATE

Within the past year the stock of the St. Louis Chemical Building has been sold at an increase of \$5,900.00 over the book value. The operation of the Wright Building (now a part of the new Arcade Building) has been much more profitable than last year and it is our judgment that the value of the participating certificates which we hold in this building will be considerably increased within the next

three years. The value of the Wells Estate as of April 1 was \$25,115.00. This fund is now invested as follows:

U. S. Victory Bonds.....	\$ 13,395.81
Nashville Terminal Co. Bonds.....	3,600.00
Wright Building Co. Participation Certificates.....	8,012.50
Cash.....	106.89
Total.....	\$ 25,115.20

The Executive Committee of the Board of Trustees on October 23,1920, passed the following resolution relating to the Wells Estate: "That the Wells Fund be now designated to be used for the erection or creation of a suitable memorial in honor of the donor, the specific form of the memorial to be hereafter selected by the Board, and until such selection the Secretary is directed to make suitable investment of the fund under the direction of the Finance Committee."

ROTARY FUNDS

- Boarding Department**

The total estimated income of the Boarding Department for the current fiscal year is \$105,000.00. Expenditures for all purposes including the cost of the construction of the temporary dining hall will not be in excess of the income.
- University Storeroom**

Estimated receipts of the University storeroom account for the year are \$90,000.
- East Hall**

Upon completion of East Hall the Board of Trustees directed that the income from it be credited to a separate operating account. This has been done and all expense properly chargeable to it has been paid from this account. In addition to meeting all current expenses \$4,000 has been applied to the deferred charge for construction and approximately \$880 used for additions of equipment, installation of screens, etc.
- Student Health Fees**

Income from student health fees and hospital charges is estimated at \$8,800. Expenses will be within this amount.
- Laboratory Storeroom**

Estimated receipts representing charges to students for supplies, materials, and rental are \$8,000. For the four years ending last June rentals of equipment totaling \$2,800 had been collected and this amount made available to departments for the replacement of equipment.

Other Rotary Accounts All small rotary accounts with the exception of "Cottages" and "Mitchell House Operating", will show expenditures within income. Necessary alterations and repairs will result in small current deficits in the accounts referred to.

LAND RENT RECORDS AND COLLECTIONS

Reference was made in last year's report to new collection records and supplementary permanent records. These have been in operation now for more than a year and both records and collections are in much better shape than for several years.

ACCOUNTING

No important changes have been made in our records or procedure. As noted in last year's report a very considerable amount of detailed work relating to office records had been left incompletd. Practically all of this work has now been finished and it has been possible this year to pay invoices much more expeditiously and to keep current records up to date. This is true not only of our principal book accounts but also of supplementary records having to do with the checking of storeroom inventories, etc. Our records of financial transactions are now kept in such a way as to require the minimum amount of work in compiling financial reports.

COLLECTIONS

Collections of all student charges for board, room rent, fees, etc., has been somewhat more difficult than for the past several years. While the pressure required to make collections has not been sufficient to justify any general criticism of the students, I believe it is true nevertheless that students have been less conscientious than usual in meeting their financial obligations. Our own experience parallels the general experience in this respect. Undoubtedly the average expenditure per student at Miami has been larger than in any previous year, and as is generally the result of increasing budgets elsewhere students have been less careful to meet each obligation. Estimated collections thru the Cashier's Office this year will total \$340,000.00.

Income collectible thru the Cashier's Office for the three years ending June 30, 1920, amounted to \$625,522.09. Of this amount, on April 1, 1921, there was due a total of \$810.38, or one-eighth of

one per cent. No accounts for the period have been written off. We anticipate that eventually practically all of the amount still due will be collected.

LOAN FUNDS

A complete statement of Student Loan Funds will be found in the appendix of this bulletin. Interest and principal payments have been unusually prompt this year. Loans aggregating \$4,184.90 have been made to students and \$2,999.15 paid during the year ending April 1, 1921.

FINANCIAL REPORT

A report of the financial transactions of the University for the fiscal year ending June 30, 1920, was published as the July issue of the Miami University Bulletin. A report of the current year's transactions will be published in July and will be available for distribution after September 1.

II. Operation

BOARDING DEPARTMENT

Price of Board The increase of \$1.00 per week in the price of board and the very considerable reduction in food prices has made it possible for the Boarding Department to serve a much more satisfactory menu than has been possible in any previous year. There has been a noticeable absence of complaints on the part of students and without question both the quantity and quality of food has been greatly improved. The standard of food preparation has been raised.

Apparently we have been able this year to provide a menu which meets the requirements of students and in the absence of any general demand for a reduction in the weekly rate of board I believe it will be wise to maintain the present rate. If further reductions in prices make it possible to reduce the rate somewhat without lowering the standard I believe that it will be advisable to do this in line with our general policy of providing students with good food at a minimum cost. I question whether this will be possible with the opening of the college year next September.

Gains The following are the most significant gains for the year in the Boarding Department:

More adequate quantities of food.

Greater variety of food.

Better preparation of food.

Successful inauguration of plan for conferences with student committees from dining halls.

Daily calculation of amount and value of food actually used in each unit.

Plan for short vacations for managers each month.

Bulletin The supervisor has issued this year a bulletin which contains valuable information regarding the organization and procedure of the department and also results of some very interesting studies. The interest with which this publication has been received by managers of boarding departments in other institutions is evidence of the need for organized study of the operations of college boarding departments.

Temporary Dining Hall In order to provide sufficient accommodations for students entering the spring term in May it has been found necessary to erect a temporary dining hall to connect with the kitchen of Bishop Hall. This is a one-story frame structure 28 ft. x 86 ft. in size with floor space sufficient to seat 160 people at 16 tables 4 ft. x 6 ft. in size. The present equipment in Bishop Hall kitchen is adequate to provide food for both the present dining room accommodating 140 and the temporary structure. In so far as possible we have purchased equipment for the temporary dining hall which will be suitable for the dining room of the new dormitory to be erected next year.

It is improbable that the enrollment in the regular summer term or during the next college year will be sufficient to enable us to operate four dining halls with a maximum capacity. As a consequence the ratio of overhead expense will be larger next year than it has been this year. The dining rooms this year have been overcrowded, however, and students have also been eating in basement rooms. Furthermore, some increase in enrollment is to be anticipated and it seems that we shall be justified in distributing our boarders in four dining rooms.

I should like to go on record in this connection as regretting that it is necessary to deface the campus with temporary structures such as this temporary dining hall. Provision had to be made for the accommodation of more students and this seemed to be the only

means of providing additional space. It is hoped that a new dormitory can be completed by the opening of school in September, 1922, and that the temporary structure can be removed.

Additional Dining Halls A normal increase of enrollment for the next six to eight years will require successively the provision of three dining halls for women—one in the dormitory just referred to with accommodations for 200 and two in another dormitory of the type of East Hall for the accommodation of the residents of both of these buildings each with a capacity of 114. Ogden Hall should provide a cafeteria and small dining rooms adjacent for the accommodation of at least 300 men. We will then have a capacity as follows:

Bishop Hall	140
Hepburn Hall.....	160
New Dormitory.....	200
"East and West" Halls	228
Ogden Hall.....	300
Total	1028

University Commons This plan does not provide for the regular use of the present University Commons, altho it can be available if needed. We are greatly in need of a dining room for banquets, luncheons, etc., and the University Commons is ideal for this purpose. The associations of the room add greatly to its desirability for alumni gatherings in particular. It is our present idea that with the completion of Ogden Hall the present Commons should be vacated and the equipment left intact for the purposes suggested. There are a sufficient number of functions to justify the employment of an additional manager under such an arrangement whose chief work would be in connection with them.

Expansion Our boarding department organization as at present constituted is capable of indefinite expansion to meet the requirements of increased enrollments.

The plan of requiring all women to eat in University dining halls has many advantages and so long as this is in force and any considerable number of women are living in town it is very undesirable that any dormitory should be built with eating accommodations for fewer than 200.

Report of Director of Institution Economics Miss Feeney reports very fully concerning the operation and problems of the Boarding Department on pages 93-101, and attention is directed to directed to her report.

DORMITORY SUPERVISION

The supervision of the women's dormitories has been much more adequate this year with the result that the buildings are cleaner and in better condition from every standpoint. This has been accomplished with the expenditure of less time in periodic cleaning than formerly. Managers have checked work more closely and those who have done the cleaning have taken more pride and interest in their work. It is a pleasure to be able to record the fact that the dormitories are in better condition. With the possibility of using all dormitory receipts for the operation of the buildings I hope that within a two-year period all undesirable furniture can be replaced and all necessary repairs made so that they may be kept in first class condition.

POWER PLANT

Mr. Devine in detail regarding the operation and cost of the maintenance of the power plant on pages 102-104. Our consumption of coal has been approximately 200 tons less than last year but the cost of repairs has been somewhat more. This is to be expected with the addition of heating and lighting units and also because of the fact that much of the equipment has been in use for a considerable period. The boilers have been overloaded for the past eighteen months and are not in as good condition as Mr. Devine has heretofore been able to maintain them. An appropriation for an additional boiler which will be installed during the summer will relieve this situation.

GENERAL REPAIRS

Plumbing Plumbing repairs have been a source of increased expense. We have reached a point which will justify the employment of a full-time plumber and steam fitter. For labor we are now paying almost the equivalent of a plumber's salary and taking into consideration the saving in the cost of materials purchased directly the employment of a plumber would be an economy. We have this matter under consideration at the present time.

Carpentry Recent experiments indicate that it may be profitable for us to employ two full-time carpenters and endeavor to build a considerable part of the departmental equipment which is now purchased of the Reformatory and to undertake the organization of a force from time to time for larger items of repairs.

Painting A serious blow-out in a steam line caused a loss to
Varnishing paint, wood-work, etc., estimated at \$1,500. All of the wood-work has been revarnished and it will be necessary that we do as much as funds will permit this summer in the re-decoration of walls and refinishing of furniture.

The fourth floor rooms and a part of the third floor rooms of the South Pavilion were painted last summer. The exterior of Lewis Place has been painted this spring. Window sills and sash in all of the buildings were varnished during the winter months.

Toilets The toilet and shower rooms of the men's dormi-
Showers tories are in a very bad condition. We are now experimenting with a new type of shower and if it proves satisfactory we expect to remodel all of these during the summer.

MAINTENANCE OF THE CAMPUS

As a result of cooperation on the part of the student body the campus is much more attractive than usual this spring. By the curtailment of our payroll earlier in the year we have been able to conserve our funds for the maintenance of grounds and have increased the force for the upkeep of the playing fields. In addition we hope to be able during the month of May to get the upper campus in unusually good condition.

The final planning for the development of the next ten years involving the location of Ogden Hall, the new gymnasium, the hospital, a dormitory for women, and a women's building seems about to be realized. With the completion of these buildings it should be possible to develop those parts of the campus which have been in such unsatisfactory condition the past few years pending a decision as to the location of buildings, drives, etc.

CLEANING OF EDUCATIONAL BUILDINGS

Within the past year we have succeeded in improving the condition of those parts of buildings which were open last year to the

greatest criticism. At the present time I believe the buildings are in better condition than at any time in the past five years. The janitors have a large amount of floor space to cover and in every building there are numerous responsibilities and additional items of work which require time. A request has been made for the addition of another full-time janitor who would spend approximately one-half of his time cleaning windows and the remainder in supplementing in all buildings. The good resulting from having this additional man would be out of proportion to the extra cost.

III. Purchasing

In every way the purchasing of supplies has involved less attention and concern than last year. Deliveries have in most instances been very prompt and the psychological effect of being able once more to purchase items at lower rather than higher prices has been agreeable and greatly in contrast to last year's experience when, with the same available funds, we constantly encountered higher costs. Our stocks of all supplies have been kept at a minimum since the beginning of the fiscal year and in relatively few cases have we used supplies and materials costing more than the current market quotations.

As various items reach what seems to be a probable stationary level we are adding more to our stocks for convenience. We are planning within the next year to add largely to the stock of lumber and all building supplies. The change of the rooming department to a rotary basis will necessitate the addition of many items to our stock in order to facilitate the division of charges to the dormitories and to the educational plant.

IV. Employment

There have been fewer changes in personnel this year than last. The general increase in salaries and wages on July 1 and the slight decline in living costs since have relieved somewhat the situation of those who have families to support. In a number of instances we have been able to fill vacancies with persons more capable and with a better general attitude and interest than those who have left. This has not been true of course in every case.

In institutions such as this the increase in salaries followed the increased living costs upward much more slowly than in industrial concerns. This resulted for a period of two years in an extremely unsatisfactory condition for those affected and it should be recognized that they have been set back in plans for saving, for building, and for the provision of additional comforts. For this reason we must endeavor to hold the present salary scale for several years in order to make possible full recovery from this condition. As a matter of fact I believe our present scale thruout the operating division of the institution should be maintained. It is not higher than the quality of employees we have and will continue to employ have a right to expect. A public institution should be able to command the very best service.

V. Insurance

The finance committees of the Legislature have refused to continue the appropriation of funds for the purchase of fire insurance protection on University buildings. The bulk of our fire insurance expired on April 1 and inasmuch as all policies contained a co-insurance clause the remainder of the insurance was cancelled as of the same date. The return premiums on this together with a balance from the current year's appropriation have been used to purchase insurance for a five-year period on the following educational buildings:

Chemistry Building (80% insurance clause)	\$ 50,000
Chemistry Building contents.....	5,000
Brice Hall	10,000
Main Building.....	20,000
Brice Hall contents.....	10,000

By direction of the Board insurance on dormitories has been placed as follows:

		5 yr. premium
South Dormitory (80% co-insurance clause).....	\$ 65000.00	\$ 565.00
North Dormitory.....	65000.00	546.00
Hepburn Hall.....	80000.00	1056.00
Bishop Hall.....	140000.00	784.00
South Dormitory contents.....	4000.00	121.60
North Dormitory contents.....	4000.00	122.66
Hepburn Hall contents	10000.00	292.00
Bishop Hall contents	10000.00	228.00
Total cost.....		\$ 3726.00
Cost per year.....		745.31

East Hall is fully covered also under a 90% co-insurance clause.

VI. New Construction

Home Economics Practice House The Mitchell House was remodeled during the summer of 1920 at a cost of \$4,000. This work was done by Wespiser & VanAusdall on a cost plus basis. The improvement was financed by a loan from the People's Building & Loan Association of Oxford. The house is now occupied by the Home Economics Department in connection with the Smith-Hughes work.

Mackaye Studio A studio for Mr. Percy MacKaye was built in the lower campus late in the summer by Wespiser & VanAusdall on a cost plus basis.

Temporary Dining Hall The temporary dining hall east of Bishop is now under construction. This is being done under the general direction of Mr. Devine with Mr. Hogue in charge of the force of carpenters. All purchasing has been done thru our regular organization.

Completion of several items of work on East Hall and the installation of equipment, etc., have been done under the general supervision of Mr. Devine.

VII. Student Organizations

Bulletin Complete statements of the finances of each student organization is included in a bulletin published in September of each year and it therefore seems unnecessary to discuss in any detail this work here. The total receipts of organizations supervised during the last fiscal year was \$127,188.60 and the budgets for the current year aggregate slightly more than this.

Budgeting; Auditing The same general plan of budgeting and auditing has been followed as in previous years. Increased experience in the checking of fraternity accounts monthly has enabled us to be of added service to these organizations. National officers of fraternities to whom we have sent reports each month have seemed very appreciative of them and we believe the practice is of distinct value to the local chapters.

- Cooperation of Treasurers** We have had the fullest cooperation of treasurers and members of all organizations.
- Auditor's Office** The Auditor's Office has made a distinct contribution this year in maintaining a continuous check against the budgets of the Athletic Association and other organizations and by having a working knowledge and grasp of the problems of every activity.

VIII. Projectional Work

Financial Report The financial report for the fiscal year 1919-20 represented a very considerable amount of study of the form and information desirable in such a report. It is inferior in many respects to some of the financial reports now issued by colleges and universities, but I believe supplies essential facts about the institution which the average report does not contain. We have in mind a number of further changes which will be incorporated in the report for this year.

Building Campaign The Centennial Building Fund Campaign has taken a considerable amount of my time since the first of December and has interfered with a number of investigations which I had planned to make this year. The work of the Campaign has been very interesting and has opened up a field of activity which seems to have many possibilities for Miami if it is only possible to devote the necessary time to it.

The task of collecting, investing, and disbursing Campaign Funds under the direction of the Finance Committee was assigned to this office. The work of course involves the maintenance of all ledger accounts with subscribers, and this of itself requires a very considerable amount of careful and painstaking work. I believe we have records and procedure devised which will admit of the administration of the funds with the minimum of expense and friction.

Bulletins Planned It is our plan to compile and publish next year a series of bulletins which will embody experience with the records and procedure of boarding department operation, the student loan funds, with dormitory operation, and with studies of educational costs. We have had a more or less successful ex-

perience along these lines and what we have done may be of interest to some other institutions. At any rate the publications will have the effect of provoking discussion and bringing forth criticism. Publication of our plan of supervision of student organization finances has enabled us, I am certain, to make a real contribution to this phase of college administration. We hit upon a few principles which other institutions working on the same problem recognized as being fundamental.

Just at the present time there is agitation in many quarters for studies of educational and operating costs. The business managements of many institutions are awake to the situation and endeavoring to make a contribution. I feel that it is very essential that within the next year we do our utmost to assist in this work.

I have purposely refrained in this report from referring by name to individual members of our organization. There are so many who are doing valuable service that any attempt here on my part to appraise their particular contributions to the year's work would require additional space and serve to divert attention.

There are many handicaps peculiar to an educational institution under which the operating staff works and only one familiar with such an organization can fully realize these. For this reason I always feel grateful for the loyalty and spirit of Miami's operating staff. I have a very keen appreciation of the dignity and importance of the work which every individual in the organization is doing.

W. P. ROUDEBUSH,
Secretary of Board of Trustees.

Appendix

FACULTY

Faculty Changes Authorized by Board.
Faculty Changes Since the Meeting of the Board.
Outside Work and Lectures.
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BOARD OF TRUSTEES

Officers
Members
Committees

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Faculty

I. Faculty Changes Authorized by Board

ENTERING ON WORK AFTER LEAVE OF ABSENCE

LIBERAL ARTS COLLEGE

Edwin Smith Todd, professor of economics, entered on his work in September, 1920, after a semester's sabbatical leave of absence spent in doing research work in Washington and New York.

William Henry Shideler, professor of geology, entered on his work in September, 1920, after a semester's leave of absence, without salary, spent in doing research work in Washington.

TEACHERS COLLEGE

Walter S. Guiler, professor of education, entered on his work in September, 1920, after a year's leave of absence, without salary, spent in the graduate school at University of Chicago.

LEAVE OF ABSENCE

UNIVERSITY

Samuel Jacob Brandenburg, librarian and professor of economics, was granted leave of absence for the college year 1920-21 on half salary to do graduate work at University of Wisconsin.

TEACHERS COLLEGE

John Walter Heckert, professor of education and director of William McGuffey School, was granted leave of absence for the second semester of 1920-21 on full salary to do research work and to complete a book which he is writing.

RESIGNATIONS

UNIVERSITY

Miss Chloe Edgar, auditor of student activities, resigned in June to be married.

LIBERAL ARTS COLLEGE

Alfred Brodbeck, professor of physical education, resigned in June to become director of the Cincinnati Gymnasium and Athletic Club.

W. Vernon Godshall, assistant professor of chemistry, resigned in June to study and teach in the University of Wisconsin.

Clarence William Kreger, assistant professor of chemistry, resigned in June to enter the graduate school at the University of Illinois.

Robert Stockdale Telfer, assistant professor of English, resigned in June to continue his graduate work at Princeton.

TEACHERS COLLEGE

Otto Welton Snarr, acting associate professor of education during the absence of Mr. Guiler, completed his work in June.

Ida Adelaide Anders, assistant professor of home economics, resigned in June to accept a similar position at Iowa State College.

Anna Prudence Todd, acting critic teacher, second semester 1920-21, completed her work in June.

Allene Brown, critic teacher, resigned in June to be married.

PROMOTIONS

LIBERAL ARTS COLLEGE

William Henry Shideler, associate professor of zoology and geology, to be professor of geology.

TEACHERS COLLEGE

Alice Swisher, critic teacher, home economics, to be assistant professor of home economics.

NEW APPOINTMENTS

UNIVERSITY

Mr. Percy MacKaye, poet dramatist, was awarded a fellowship in dramatic literature (see page 23).

Alice Hull, B. S., Miami 1919, was appointed manager of the Commons dining room.

LIBERAL ARTS COLLEGE

Arthur Sease Williams, B. S., A. M., University of South Carolina, with one year of graduate study at Massachusetts Institute of Technology, assistant professor of chemistry at Georgetown University, was appointed associate professor of chemistry.

Arleigh B. Williamson, A. B., Carnegie Institute of Technology, 1920, was appointed associate professor of public speaking.

Harold Milton Heckman, B. S. C., University of Arizona, 1918, A. M., Columbia University, 1920, was appointed associate professor of economics.

James Garfield Bliss, B. S., Ohio State University, 1914, instructor in physical education, Akron High School, was appointed associate professor of physical education.

Robert Ellsworth Brown, A. B., Miami, 1920, was appointed instructor in chemistry.

II. Faculty Changes Since the Meeting of the Board

LEAVE OF ABSENCE

LIBERAL ARTS COLLEGE

John Erwing Bradford, professor of history, absent on leave without salary during 1919-20, was granted leave of absence for 1920-21 to continue

his work as corresponding secretary of the Board of Education of the United Presbyterian Church.

RESIGNATIONS

THE UNIVERSITY

Mildred Cherington McElroy, second assistant librarian, resigned in December 1920 to accept a position in the library of Ohio State University.

Mabel D. Hannabery, head nurse, resigned in March 1921 to accept a position as head nurse in the children's division of Christ Hospital, Cincinnati.

LIBERAL ARTS COLLEGE

Alfred Horatio Upham, professor of English, university editor, alumni secretary, and general secretary of the Million Dollar Campaign, resigned in November to accept the presidency of University of Idaho.

TEACHERS COLLEGE

J. Warren Smith, assistant professor of industrial arts, resigned during the summer to accept a position in Raleigh, N. C.

Carrie Bell Robertson, instructor in home economics, resigned during the Christmas holidays on account of illness.

Clarence Albert Matheny, instructor, Wm. McGuffey High School, resigned at the end of the first semester to accept a position as principal of consolidated schools at North Lewisburg, O.

PROMOTIONS

UNIVERSITY

Rheba Murray, acting registrar, to be registrar.

Jennie Unglesby, first assistant librarian, to be in charge of library during absence of Mr. Brandenburg.

LIBERAL ARTS COLLEGE

Arthur William Craver, associate professor of English, was appointed associate professor of English and acting university editor.

Earl Clarendon Ross, associate professor of English, was appointed acting head of the department.

TEACHERS COLLEGE

Walter S. Guiler, professor of education, was appointed acting director of the Wm. McGuffey School for the second semester, 1920-21.

Edna Tilghman, assistant in the music department, was appointed instructor in music.

NEW APPOINTMENTS

Edith Marie Auch, A. B., Miami 1919, was appointed auditor of student activities.

Helen Wray, assistant in office of Oxford Board of Public Affairs, was appointed bookkeeper in the business offices.

Lucile Miller, A. B., Ohio Wesleyan, 1920, was appointed secretary to the secretary of the Board of Trustees.

Ruth Eleanor Cox, A. B., Miami, 1920, was appointed desk assistant in the library.

Mrs. Frances Graham, matron, Soldiers' and Sailors' Orphans' Home, Xenia, was appointed manager of Hepburn Hall.

Kathryn Batey, of East Liverpool, graduate of Cincinnati General Hospital Training School, 1920, assistant supervisor of the operating department since graduation, was appointed assistant nurse in March, 1921.

Ridgely Torrence, student at Miami, 1893-95, writer, was appointed acting associate professor of English.

Robert S. Newdick, A. B., Ohio State University 1919, A. M., Harvard University 1920, was appointed assistant professor of English.

Edwin Phillips Granberry, A. B., Columbia University, 1920, was appointed assistant professor of Romanic languages.

Paul Russell Weidner, who finished his work for the A. B. degree in January, was appointed instructor in English for the second semester, 1920-21.

TEACHERS COLLEGE

Albert Atherton Grinnell, Jr., B. S., Miami, 1920, was appointed assistant professor of industrial arts.

Alfred William Gross, A. M., University of Illinois, 1917, was appointed acting assistant professor of education.

Carrie Bell Robertson, Ph. B., University of Chicago, 1918, was appointed instructor in home economics. (Resigned December 1920.)

Myra Gath, A. B., Miami, 1919, was appointed acting instructor in home economics in January, 1921.

Marian Myrtle Shivley, A. B., Cornell College, 1918, critic teacher, State Normal School, DeKalb, Ill., was appointed critic teacher in McGuffey School.

Flora Leone Moore, B. S., Columbia University, 1916, critic teacher, Salem, Mass., was appointed critic teacher in McGuffey School.

Edward Potthoff, who finished his work for the B. S. degree at the close of the first semester, was appointed acting instructor in the William McGuffey High School.

DEATH

Dr. Andrew Dousa Hepburn, professor of English emeritus, died at his home in Oxford on Feb. 14, 1921.

III. Outside Work and Lectures

Professor S. R. WILLIAMS taught in the Lake Laboratory of Ohio State University June 20-August 1, 1920, and lectured before the laboratory students on Formation of the Great Lakes.

Professor J. A. CULLER attending the meeting of the American Physical Society at Chicago; addressed the Y. M. C. A. and Oxford College; read a paper before the Oxford Club.

Professor C. H. HANDSCHIN has served as secretary of The National Federation of Modern Language Teachers and of the The Association of Modern Language Teachers of the Central West and South; is working on tests and measurements for modern languages as special collaborator in the U. S. Bureau of Education; read papers at the meeting of the Modern Language Association in Chicago (by title) and Poughkeepsie, New York (in person); gave advice upon request to several high schools in the matter of planning courses; spoke on Tests and Measurements in Modern Language Teaching at the meeting of the Southwestern Ohio Teachers Association at Cincinnati in October, 1920, and of The New York State Modern Language Association in November, 1920.

Professor BRUCE FINK has delivered the following addresses: The Republican Candidate and Platform, before the Oxford Forum, September, 1920; Vinegar Bees, before The Oxford Science Club, November, 1920; Some Symbiotic Fungi and their Work before The Mycological Section of The Botanical Society of America, December, 1920, The Effects of Using Tobacco, before the students of Berea College, April, 1920; Methods in Anti-Tobacco Work, before the No-Tobacco League of Berea College; Tobacco and the Boy, M. E. Church, Xenia, Ohio, January, 1921; Human Weeds, M. E. Church, Xenia, Ohio, 1921; elected botanical editor of The Ohio Journal of Science, July 1920; elected member of The Board of Control of Botanical Abstracts by the Botanical Society of America, December 1920; elected vice president of The No-Tobacco League of Ohio, January 1921; associate editor of Mycologia since organization of Journal twelve years ago; was voted a star by the botanists in the forthcoming volume of American Men of Science (of 3000 professional botanists, 100 get the stars by vote of the leading botanists); was made a member of sub-committee of The Botanical Society of America on botanical nomenclature, September, 1920, and helped prepare the report for the Chicago meeting; has devoted ten hours per week to research during the year.

Professor F. C. WHITCOMB read a paper before the Conference of Arts Teachers called annually by the U. S. Commissioner of Education.

Professor F. L. CLARK attended the annual meeting of the Classical Association of the Middle West and South in Cleveland, April, 1920; attended meeting of The American Classical League in Cincinnati, June, 1920; attended lecture in Cincinnati by Professor Hogarth, of Oxford, England, on The Greeks of Asia Minor, March, 1921; lectured before Professor Hedger's class on Development of Architecture; read proof sheets of a new Latin book for beginners, Elementa Prima, by Professor L. D. Whittemore, of Topeka, Kansas.

Professor E. S. TODD addressed the Farmers' Club of Oxford on the Functions of the Stock Market; delivered two lectures before the Clark County Teachers' Institute on An Economic Basis for Civics Teaching; talked to the Oxford Women's Club on The Taxation Situation in Ohio; is a member of the Committee on Taxation representing the state institutions of Ohio; addressed the Ohio College Y. M. C. A. on Vocational Guidance in Colleges; the State College Association of Ohio on Vocational Guidance; the Ohio Academy of Science on Taxation Measures Pending in the Ohio Legislature.

Professor C. E. CARTER served as associate editor of the Mississippi Valley Historical Review.

PROFESSOR H. C. BRILL is chairman of the Oxford Science Club and secretary of the Oxford Forum; teaches a class in the Presbyterian Sunday School; delivered an address before the West Middletown U. B. Church; read a paper before the Oxford Forum.

PROFESSOR W. S. GUILER delivered the following addresses: The Adolescent, Bi-Township Sunday School Convention, McGonigle, O., Oct. 31, 1920; The Scientific Determination of the Curriculum, Dayton City Teachers' Club, Nov. 16, 1920; The Master's Concern in Folks, Methodist Church, College Corner, O., Feb. 8, 1921; The Intelligence Factor in Teacher Personality, Ohio Society of College Teachers of Education, Columbus, O., Mar. 25, 1921; Education for Democracy, Commencement, Parker, Ind., Apr. 26, 1921; Education for Democracy, Commencement, Preble Co., O., April 29, 1921; The Use of Standardized Tests in Improving Instruction, Mid-Year Meeting of Teachers College Alumni, Feb. 19, 1921.

PROFESSOR W. R. MCCONNELL delivered the following addresses: series at annual Teachers' Institute of Switzerland Co., Ind., Aug. 9-13, 1920; series at annual Teachers' Institute, Boone Co., Ind., Aug. 30-Sept. 3, 1920; two at County Teachers' Meeting, Warren Co., O., Jan. 29, 1921; The Ohio-Indiana Club of College Corner; eighteen lectures on The Teaching of Geography before the teachers in the public schools of Dayton, O.

Dr. WADE MACMILLAN attended the annual meeting of the American Students Health Association, Chicago, Dec. 31, 1920; delivered a lecture on The Foot before the Parent-Teachers Association of the William McGuffey School; on Surgical Emergencies and First Aid before the training class for community leaders.

ASSOCIATE PROFESSOR FRANCES GIBSON RICHARD delivered high school commencement addresses at Somerville, Morrow, Caledonia, Sevenmile, Savannah; talked before the Bucyrus New Era Club, the Altrurian Club, the Reiley Hoosier-Buckeye Club, the Twenty-fifth Anniversary Meeting of the Oxford Woman's Club, the Brookville, Ind., Franklin County Federation of Clubs, the New Paris Woman's Club, the State Teachers' Association at Cedar Point, the Epworth League Convention of the Dayton District at Oxford; delivered a series of addresses at the Butler County, Medina County, and Mercer County Teachers' Associations.

ASSOCIATE PROFESSOR J. W. KUHNE delivered a series of six public lectures on the History of French Art in the Hamilton High School Auditorium, Feb. 10-Mar. 17, 1921.

ASSOCIATE PROFESSOR A. W. MARTIN conducted a community chorus of 70 members at College Corner (a concert to be given on April 29); has written a review and analysis of Mr. Clokey's composition, "The Vision" and a number of articles for the Student and Alumni News Letter.

ASSOCIATE PROFESSOR B. H. SCUDDER delivered a series of lectures to the teachers in the Scioto County Institute.

ASSOCIATE PROFESSOR W. E. ANDERSON delivered addresses before the Y. M. C. A. and the Y. W. C. A.; spent six weeks of the summer of 1920 in surveying.

ASSOCIATE PROFESSOR C. A. MURCHISON served as professor of psychology in the 1920 summer school of Ohio State University; was called into consultation with the Ohio Bureau of Juvenile Research at Columbus, March, 1921; directed the installation of the Gamma Chapter of the Alpha Psi Delta honorary fraternity in psychology at Ohio State University, April 2, 1921; addressed the Oxford Forum, February, 1921; presented a paper on College Men in the Penitentiary before the Ohio Academy of Science in Cleveland, Mar. 26, 1921; delivered an address on The Theory of Mental Testing before the summer school of Ohio State University, August, 1920; delivered an address before the Parent-Teachers Association William McGuffey School, April, 1921; gave mental test to entire high school at Camden, O., and to the senior class of the Hamilton High School, March, 1921; talked before various semi-formal social gatherings during the year.

ASSOCIATE PROFESSOR H. M. VINACKE delivered a series of ten lectures on The Problems of Citizenship before the Hamilton Women's City Club; read a paper on The Problem of Oriental Immigration before the Oxford Men's Club.

ASSOCIATE PROFESSOR A. S. WILLIAMS has made some study of alkaline earth sulfides.

ASSOCIATE PROFESSOR A. B. WILLIAMSON delivered a public lecture in Pittsburgh, Pa., Dec. 26, 1920; addressed the Oxford Woman's Club on How a Play is Produced, also read a play; spoke informally on Drama at the National Conference of Teachers of Speech; gave two talks before the Miami Y. M. C. A.; conducted the Palm Sunday service at McGonigle M. E. Church.

ACTING ASSOCIATE PROFESSOR RIDGELY TORRENCE has given readings in Chicago and in Dayton.

ASSISTANT PROFESSOR AMY SWISHER conducted a conference at Ohio State University on Design as Related to Vocational Home Economics, June, 1920.

ASSISTANT PROFESSOR M. C. BAUDIN read a paper on The Fool in Shakespeare before the Modern Language Association at the December, 1920, meeting in Chicago.

- ASSISTANT PROFESSOR S. F. STEWART represented the extension department of the University at eleven county institutes.
- ASSISTANT PROFESSOR H. K. DUNN operated a wireless station; acted as a recorder in a series of tests conducted by the Bureau of Standards during January to determine the cause of fading of wireless signals; rebuilt Miami receiving set, attended radio convention at Columbus on March 5, 1921.
- ASSISTANT PROFESSOR R. S. NEWDICK read a paper on Milton and Nature before the Modern Language Association of America in the meeting at Chicago, Dec. 28, 1920.
- INSTRUCTOR J. W. CLOKEY conducted the operetta *In Grandmother's Garden* written by him and presented by McGuffey High School in March, 1921.
- PRINCIPAL C. S. BUNGER did graduate work in University of Chicago during the summer quarter of 1920.
- CRITIC TEACHER MARGUERITE ROYAL completed her work for her master's degree at Columbia University during the summer of 1920 and received the degree in October.

IV. Publications

- DEAN E. E. BRANDON—English (London) Edition of Short History of the United States, Dent & Co.; Series Lessons for Beginners in French, 2 Parts; The Series Method of Teaching Modern Languages, Modern Language Press, Milwaukee.
- PROFESSOR S. R. WILLIAMS—Some Observations on Larval Colonies of the Bryozoan *Pectinatella*, Ohio Academy of Science.
- PROFESSOR J. A. CULLER—Biographical Chart of Men of Science; Article on Log. Dec. in Science and Invention; several articles for local publication.
- PROFESSOR C. H. HANDSCHIN—Several minor articles in educational journals.
- PROFESSOR BRUCE FINK—Tobacco (revised).
- PROFESSOR B. M. DAVIS—Principles of Farm Practice, book, D. C. Heath & Co.
- PROFESSOR E. S. TODD—An Economic Study of the American Civil War, Indianapolis News.
- PROFESSOR H. C. BRILL—Two editorials, Chem. and Met. Eng. Journal; article for Journal of American Chemical Society.
- PROFESSOR W. R. MCCONNELL—Outline Industrial Maps, series on Europe, South America, Dobson Evans Co., Columbus; Essay: A Criticism of Present Day Geography Text-books, published in Journal of Geography, October, 1920, (awarded second place in a contest conducted by the National Geographical Society).
- ASSOCIATE PROFESSOR CLARA M. FEENEY—A Report of the Director of Institution Economics, Miami University, August, 1920.
- ASSOCIATE PROFESSOR E. C. ROSS—A Handbook of Russian Literature (review), The New Republic; Dostoevski (essay-review), The New Republic; The Happy Ending (essay), The Drama.

- ASSOCIATE PROFESSOR C. A. MURCHISON—Criminals and College Students, School and Society, July 3, 1920: 72 College Men Behind Prison Walls, School and Society, in press.
- ASSOCIATE PROFESSOR H. M. VINACKE—Constitutional Development and Military Power in China, American Political Science Review; Modern Constitutional Development in China, Princeton Press.
- ASSISTANT PROFESSOR M. C. BAUDIN—The Role of The Ghost in Hamlet, Modern Language Notes.
- ASSISTANT PROFESSOR H. K. DUNN—Using an Amplifier as a Detector of Long Waves, Radio News, February, 1921.
- INSTRUCTOR J. W. CLOKEY—Cantata, The Vision, L. W. Gray, New York; three organ solos, two songs, an anthem, L. W. Gray, New York; four songs, Clayton Summy, Chicago.
- INSTRUCTOR GERTRUDE A. BEERS—Correlation of Industrial Arts with Other School Subjects, Normal Instructor, Primary Plans, September 1920.
- PRINCIPAL C. S. BUNGER—The History of Public High Schools in Ohio, master's thesis.
- CRITIC TEACHER BLANCHE L. MCDILL—Studies in Geography, Miami University Bulletin, October 1920.

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Registrar's Statistics

TABLE I—Instructional and Administrative Staff 1920-21

Note—In each group the upper left hand figures give the number of men, the lower left hand figures the number of women, and the right hand figures the totals.

Officers of Instruction						Officers of Administration				Student Assistants			
Prof.	Assoc. Prof.	Asst. Prof.	Inst.	Critic Teachers	Total	Educational	Library	Business	Total	Instructional	Library	Admin.	Total
28	15	10	3	2	58	8	2	4	14	20	2	0	22
2 30	2 17	4 14	10 13	10 12	28 86	5 13	3 5	14 18	22 36	9 29	8 10	11 11	28 50

TABLE II—Instructional Staff, 1911-1921, Including only Those in Actual Charge of Classes

Note—In each group the upper left hand figures refer to men, the lower left hand figures to women, and the right hand figures are totals.

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21
Professors	22 0	21 22	24 26	25 27	26 27	24 25	25 26	27 28	26 27	24 26
Associate Professors	4 1	5 6	5 6	6 7	6 7	7 9	6 8	5 7	12 14	15 17
Assistant Professors	6 3	7 9	10 12	11 13	10 14	13 17	15 19	15 20	11 16	10 14
Instructors	4 5	4 9	4 6	4 7	4 11	2 5	2 6	1 8	1 9	3 10
Critic Teachers									2 11	2 10
Assistants						1 2	3 5	1 3	5 6	4 2
Total	36 9	37 45	43 54	46 58	46 55	47 60	51 69	49 67	57 85	58 88

Note—Number of full-time instructors in actual charge of classes, 1920-21: 1st semester 58; 2nd semester 56.

TABLE III—Analysis and Summary of Enrollment, 1920-21.

Note—The upper figures on the left of each group refer to men, the lower to women; the right hand figures are totals.

	Senior	Junior	Sophomore	Freshman	Special	Irregular	Total
College of Liberal Arts.....	52 14	67 26	86 40	204 126	14 11	5 0	428 153
Bachelor of Science Course.....	6 19	5 30	8 59	13 67	1 7	1 2	34 183
Teachers College.....			4 72	6 173	1 5	0 3	11 253
Total.....	58 33	72 56	98 171	223 302	16 23	6 4	473 589
	91	128	269	525	39	10	1062
Summer Session				Summary			
First Term.....	37 158			Total Academic Year			473 589
Second Term	128 606	734		Net Total, Summer Session			169 805
Third Term.....	51 202	253		Grand Total			642 1394
Total	216 966	1182		Duplicated Names			27 57
Duplicated Names.....	47 161	208		Net Total			615 1337
Net Total	169 805	974					1952

TABLE IV—Enrollment by Colleges, 1911-1921

Note—The upper figures on the left of each group refer to men, the lower to women; the right hand figures are totals.

	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919	1919-1920	1920-1921
Coll. Lib. Arts..	207 126 333	228 126 354	256 148 404	268 119 387	312 129 441	324 130 454	289 110 399	531 128 659	429 174 603	428 153 581
Bach. of Sci...	.....	.....	.....	9 6 15	27 44 71	32 104 136	32 149 181	17 138 155	40 157 197	34 183 217
Teachers Coll..	16 157 173	20 208 228	32 202 234	25 237 262	22 259 281	9 284 293	6 249 255	7 206 213	10 239 249	11 253 264
Totals	223 283 506	248 334 582	288 350 638	302 362 664	361 432 793	365 518 883	327 508 835	555 472 1027	479 570 1049	473 589 1062

TABLE V—Percentages of Growth, by Colleges, for Each Year, 1911-1921, and for the Ten-year Period

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1911-21
Liberal Arts.....	*5.67	6.31	14.12	*4.21	13.96	2.95	*12.11	65.16	*8.50	*3.65	74.47
Bachelor of Science.....	.....	.....	.....	.....	373.33	91.55	33.08	*14.37	27.10	10.15	....
Teachers College	*9.42	31.21	2.63	11.96	7.25	4.27	*12.96	*16.47	16.90	6.02	52.60
Totals	*6.99	15.02	9.62	4.08	19.43	11.35	*5.43	22.99	2.14	1.24	109.88

*Decrease

TABLE VII—Classification of Enrollment According to Sex, 1911-1921

Note—In each group the upper figure gives the percentage of men, the lower, the percentage of women.

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21
College of Liberal Arts.....	62.16 37.84	64.41 35.59	63.37 36.63	69.25 30.75	70.75 29.25	71.37 28.63	72.43 27.57	80.58 19.42	71.14 28.86	73.67 26.33
Bachelor of Science in Education.....	.....	.....	.....	60.00 40.00	38.03 61.97	23.53 76.47	17.68 82.32	10.97 89.03	20.31 79.69	15.67 84.33
Teachers College.....	9.25 90.75	8.77 91.23	13.68 86.32	9.54 90.46	7.83 92.17	3.07 96.93	2.35 97.65	3.29 96.71	4.02 95.98	4.17 95.83
Total.....	44.07 55.93	42.61 57.39	45.14 54.86	45.49 54.51	45.52 54.48	41.34 58.66	39.16 60.84	54.04 45.96	45.66 54.34	44.54 55.46

TABLE VIII—Number of New Students for Each Year, 1911-1921

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21
College of Liberal Arts.....	106	158	172	157	196	187	174	412	260	262
Bachelor of Science in Education.....	.....	.....	.....	.....	44	65	72	56	99	88
Teachers College.....	100	132	116	163	184	179	156	155	175	194
Total.....	206	290	288	320	424	431	402	623	534	544

TABLE IX—Percentage of New Students for Each Year 1911-1921

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21
College of Liberal Arts.....	31.8	44.6	42.6	40.6	44.4	41.2	43.6	62.52	43.12	45.09
Bachelor of Science in Education..	.....	.....	.....	.....	62.0	47.8	39.8	36.13	50.25	40.55
Teachers College.....	57.8	57.9	49.6	62.2	65.0	61.1	61.2	72.77	70.28	73.48
The University....	40.7	49.8	45.1	48.2	53.4	48.8	48.1	60.66	50.91	51.22

TABLE X—Enrollment of the Summer Terms, 1911-1920
Note—In the first line, the upper figures at the left side of each group refer to men, the lower to women; the right hand figures are totals.

	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
Attendance	139	172	152	317	310	197	102	86	117	169
Percentage of	409	457	399	890	777	585	501	611	511	805
Men	25.36	27.34	27.59	26.27	28.51	25.19	16.91	12.34	18.64	17.36
Percentage of	74.64	72.66	72.41	73.73	71.49	74.81	83.09	87.66	81.36	82.64
Women										

TABLE XI—Degrees and Diplomas, 1911-1920
Note—In each group the upper figure gives the number of men, the lower the number of women; the right hand figures are totals.

	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919	1919-1920
College of Liberal Arts.....	51 27	33 23	44 35	36 25	42 21	43 26	16 34	36 22	42 25
Bachelor of Science.....	.....	.....	2	4	3	4	5	6	12
Teachers College	8 48	7 57	7 88	6 78	2 66	6 103	26 90	34 91	30 61
Totals.....	59 75	40 80	53 123	46 103	51 89	50 135	22 150	42 117	56 116

TABLE XII—Ratios of Graduates to Enrollment Each Year, 1911-1920

Note—In each group the upper figure gives the percentage of men, the lower the percentage of women; the right hand figures give the percentage of both men and women together.

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20
	24.6	14.4	17.1	13.4	13.4	13.2	5.54	6.78	9.79
College of Liberal Arts	21.4 23.4	18.2 15.8	23.6 19.6	21.0 15.7	16.2 14.2	20.0 15.1	30.9 12.5	17 8.80	14.36 11.11
			44.4	11.1		12.5	15.63	35.29	30.00
Bachelor of Science	.....	.....	.....	0.0 26.6	4.5 7.0	5.7 7.3	17.45 17.13	20.29 21.94	19.11 21.32
	50.0	35.0	21.9	24.0	27.2	33.3	16.67	0	20.00
Teachers College	30.5 32.3	27.4 28.0	43.6 40.6	32.9 32.0	25.4 25.6	36.2 36.1	36.14 35.69	32.52 31.46	25.30 25.30

TABLE XIII—Honorary Degrees, Degrees in Course,
and Diplomas Conferred, 1911-1920

HONORARY

	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	Total
LL. D.	1	2	2	1	2	1	2	0	3	2	16
Litt. D.	0	0	0	0	0	1	0	0	1	1	3
D. D.	2	0	1	1	1	0	2	0	0	1	8
Ped. D.	1	1	1	1	1	1	0	0	1	1	8
A. M.	1	0	0	0	0	0	0	0	0	0	1
Totals	5	3	4	3	4	3	4	0	5	5	36

IN COURSE

	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	Total
A. M.	0	1	0	1	0	0	0	0	0	0	2
A. B.	67	77	56	78	61	63	69	50	58	67	646
B. S. in Education	0	0	0	2	4	5	10	31	34	42	128
Diplomas, Teachers College....	53	56	64	95	84	72	106	91	67	63	751
Totals	120	134	120	176	149	140	185	172	159	172	1527

TABLE XIV—New Students Entering Miami University, 1920-21

	A. B.	B. S.	T. C.	Totals
Freshman	236	72	178	486
Sophomore	10	9	11	30
Junior	2	1	.....	3
Senior	1	3	.....	4
Special	11	2	2	15
Irregular	2	1	3	6
Totals	262	88	194	544

TABLE XV—Statistics of Instruction and Attendance, 1920-21

For the first semester the figures show the number of students obtaining a final grade in each course; for the second semester they represent the registration on March 12th.

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. per wk.	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
BIOLOGY												
<i>Professor Davis</i>												
161A—Hygiene and Sanitation.....	3	2	3	...	25	25	...	...	...	...	...	...
161B—Hygiene and Sanitation.....	3	2	3	...	27	27	...	...	...	...	...	...
162A—Nature Study.....	...	...	...	...	...	...	3	2	3	...	32	33
162B—Nature Study.....	...	...	...	...	...	...	3	2	3	...	25	28
271A—Hygiene and Sanitation.....	3	2	3	...	16	16	...	...	...	...	...	...
271B—Hygiene and Sanitation.....	3	2	3	...	12	12	...	...	...	...	...	...
272A—Nature Study.....	...	...	...	...	...	...	3	2	3	...	14	17
272B—Nature Study.....	...	...	...	...	...	...	3	2	3	...	16	19
281—Hygiene and Sanitation.....	3	2	3	...	3	3	...	...	...	...	...	...
282—Elementary Science.....	...	...	...	...	...	...	3	2	3	...	3	...
BOTANY												
<i>Professor Fink</i>												
100—General Botany.....	4	2	6	9	21	30	4	2	6	5	20	25
111—Study of Useful Plants.....	4	2	6	3	13	16	...	...	...	...	...	...
112—Diseases of Useful Plants.....	...	...	...	...	...	...	4	2	6	6	15	...
251—Bacteriology.....	3	2	3	1	32	33	...	...	...	...	...	...
252—Bacteriology.....	...	...	...	...	...	...	3	2	3	2	19	...
301—Taxonomy.....	3	2	3	4	3	7	3	2	3	4	2	...
Tutorial.....	...	...	...	...	...	...	...	...	...	2	1	...
CHEMISTRY												
<i>Professor Brill</i>												
110A—Advanced General Chemistry.....	4	2	6	19	6	25	4	2	6	28	3	...
110B—Advanced General Chemistry.....	4	2	6	21	3	24	4	2	6	16	3	...
300—Organic Chemistry.....	4	2	6	15	3	18	4	2	6	16	3	...
412—Advanced Qualitative.....	...	...	...	...	...	...	...	...	...	...	...	...
420—Special Chemistry.....	...	...	...	5	1	6	...	...	...	5	1	...
Tutorial.....	...	...	...	...	...	...	...	...	...	1	...	...
<i>Associate Professor Williams</i>												
100A—General Chemistry.....	4	2	6	13	2	15	4	2	6	15	2	...
100B—General Chemistry.....	4	2	6	23	3	26	4	2	6	23	4	...
120A—Elementary Household.....	4	2	6	...	18	18	4	2	6	...	14	...

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
OB—Elementary Household.....	4	2	6	...	33	33	4	2	6	...	24	24
1—Advanced Household.....	4	2	6	...	19	19	...	...	...	...	...	...
2—Advanced Household.....	...	...	...	...	...	...	4	2	6	...	19	19
1—Advanced Household.....	2	2	...	...	11	11	...	...	...	...	...	...
2—Advanced Household.....	...	...	...	...	...	...	2	2	...	...	11	11
1—Theoretical Chemistry.....	4	2	6	8	2	10	4	2	6	1	1	2
0—Special Chemistry.....	...	...	...	...	...	...	...	...	...	1	...	1
<i>Instructor Brown</i>												
0—Quantitative Analysis.....	4	2	6	10	2	12	4	2	6	10	2	12
DRAWING												
<i>Professor Whitcomb</i>												
0—Industrial Arts Design.....	1	...	3	3	5	8	...	...	...	...	...	...
0—Mechanical Drawing.....	3	1	6	24	3	27	3	1	6	17	4	21
0—Furniture Design.....	1	...	3	6	...	6	1	...	3	6	0	6
0—Descriptive Geometry.....	2	1	3	9	1	10	2	1	3	7	1	8
01—Architectural Drawing.....	3	1	6	7	2	9	3	1	6	5	1	6
<i>Assistant Professor Amy Swisher</i>												
0A—Costume Design.....	1	...	3	...	21	21	1	...	3	...	19	19
0B—Costume Design.....	1	...	3	...	34	34	1	...	3	...	27	27
2A—Art Appreciation.....	...	...	...	...	...	...	2	1	3	...	27	27
2B—Art Appreciation.....	...	...	...	...	...	...	2	1	3	...	26	26
2A—Art Appreciation.....	...	...	...	...	...	...	2	1	3	1	31	32
2B—Art Appreciation.....	2	1	3	...	19	19	...	...	...	...	...	...
2C—Art Appreciation.....	2	1	3	...	19	19	...	...	...	...	...	...
0—Advanced Costume Design....	1	...	3	...	13	13	1	...	3	...	13	13
<i>Instructor Smyers</i>												
0—Object Drawing and Sketching	2	...	6	5	7	12	2	...	6	4	6	10
1A—Drawing as Expression.....	2	1	3	...	28	28	...	...	...	...	...	...
1B—Drawing as Expression.....	2	1	3	...	24	24	...	...	...	...	...	...
1A—Drawing as Expression.....	2	1	3	1	23	24	...	...	...	...	...	...
1B—Drawing as Expression.....	...	...	...	...	...	...	2	1	3	1	28	29
1C—Drawing as Expression.....	...	...	...	...	...	...	2	1	3	...	16	16
ECONOMICS												
<i>Professor Todd</i>												
0C—Principles of Economics.....	3	3	...	18	6	24	...	...	...	...	...	...
0D—Principles of Economics.....	3	3	...	22	5	27	3	3	...	29	4	33

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. per wk.	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
320A—Business Administration.....	3	3	..	28	..	28	3	3	..	19	..	..
320B—Business Administration.....	3	3	..	21	2	23	3	3	..	29	..	..
320C—Business Administration....	1	1	..	..	14	14	..	..	..	12	2	..
401—Senior Seminar (Women).....	..	..	..	..	..	..	1	1	..	18	..	..
412—Senior Seminar (Men).....	..	..	..	3	0	3	..	..	..	11	..	..
Tutorial .....	..	..	..	..	..	..	..	..	..	..	..	..
<i>Associate Professor Beneke</i>	..	..	..	..	..	..	..	..	..	..	..	..
200A—Principles of Economics	3	3	..	22	8	30	3	3	..	24	8	..
200F—Principles of Economics	3	3	..	10	..	10	..	..	..	..	..	..
301—Money and Banking	3	3	..	29	3	32	..	..	..	..	..	..
302A—Business Law .....	..	..	..	..	..	..	3	3	..	22	2	..
302B—Business Law .....	..	..	..	..	..	..	3	3	..	16	..	..
310—Corporation Finance.....	3	3	..	21	1	22	3	3	..	17	1	..
Tutorial .....	..	..	..	1	1	2	..	..	..	1	..	..
<i>Associate Professor Heckman</i>	..	..	..	..	..	..	..	..	..	..	..	..
200B—Principles of Economics	3	3	..	13	11	24	3	3	..	10	12	..
200C—Principles of Economics .....	..	..	..	..	..	..	3	3	..	13	6	..
200E—Principles of Economics	3	3	..	12	11	23	3	3	..	16	8	..
210A—Accounting	3	3	..	3	14	17	3	3	..	15	2	..
210B—Accounting	3	3	..	15	1	16	3	3	..	13	1	..
320A—Business Administration.....	3	3	..	18	..	18	..	..	..	..	..	..
Tutorial .....	..	..	..	..	..	..	..	..	..	3	1	..
EDUCATION												
<i>Professor Heckert</i>	..	..	..	..	..	..	..	..	..	..	..	..
272A—Educational Tests.....	2	2	..	..	16	16	..	..	..	..	..	..
282—Educational Tests	2	2	..	..	..	..	..	..	..	..	..	..
300—Principles of Education	3	3	..	5	13	18	..	..	..	..	..	..
<i>Professor Whitcomb</i>	..	..	..	..	..	..	..	..	..	..	..	..
110A—Psychology and Adolescence.	2	2	..	2	26	28	2	2	..	3	24	..
110B—Psychology and Adolescence.	2	2	..	4	34	38	2	2	..	2	24	..
210—Hist'y and Principles of Educat'n	2	2	..	6	36	42	2	2	..	7	36	..
311—Principles of Teaching	3	3	..	5	20	25	..	..	..	..	..	..
<i>Professor T. L. Feeney</i>	..	..	..	..	..	..	..	..	..	..	..	..
182—Principles of Teaching.....	..	..	..	..	..	..	3	3	..	3	16	..
<i>Professor J. V. McMillan</i>	..	..	..	..	..	..	..	..	..	..	..	..
171A—Psychology	3	3	..	1	23	24	..	..	..	..	..	..

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
171B—Psychology	3	3	...	1	19	20	...	...	...	...	...	...
171C—Psychology	3	3	...	...	38	38	...	...	...	...	...	...
200—History of Education	2	2	...	9	32	41	...	...	...	...	...	...
271A—History of Education	2	2	...	2	17	19	...	...	...	...	...	...
271B—History of Education	2	2	...	...	31	31	...	...	...	...	...	...
<i>Professor Guiler</i>												
100B—Psychology and Adolescence.	3	3	...	5	26	31	...	...	...	...	...	...
161A—Psychology	3	3	...	...	23	23	...	...	...	...	...	...
161B—Psychology	3	3	...	...	23	23	...	...	...	...	...	...
162A—Principles of Teaching .....	...	...	...	...	...	...	3	3	...	...	25	25
162B—Principles of Teaching .....	...	...	...	...	...	...	3	3	...	...	26	26
181—Psychology	3	3	...	4	15	19	...	...	...	...	...	...
262—Educational Tests .....	...	...	...	...	...	...	3	3	...	...	18	18
272B—Educational Tests	2	2	...	1	13	14	...	...	...	...	...	...
<i>Associate Professor Murchison</i>												
100A—Psychology and Adolescence.	3	3	...	...	23	23	3	3	...	2	21	23
<i>Acting Assistant Professor Gross</i>												
100B—Psychology and Adolescence.	...	...	...	...	...	...	3	3	...	6	25	31
172A—Principles of Teaching .....	...	...	...	...	...	...	3	3	...	1	34	35
172B—Principles of Teaching .....	...	...	...	...	...	...	3	3	...	1	18	19
172C—Principles of Teaching .....	...	...	...	...	...	...	3	3	...	...	17	17
200—History of Education .....	...	...	...	...	...	...	2	2	...	7	33	40
300—Principles of Teaching .....	...	...	...	...	...	...	3	3	...	3	23	26
<i>Instructor Brouse</i>												
291—Kindergarten Theory .....	...	...	...	...	...	...	2	2	...	...	16	16
ENGLISH												
<i>Associate Professor Ross</i>												
100D—Composition and Rhetoric	3	3	...	14	...	14	...	...	...	...	...	...
100K—Composition and Rhetoric	3	3	...	13	6	19	...	...	...	...	...	...
200—English Literature	3	3	...	10	17	27	3	3	...	10	14	24
420—Anglo-Saxon	3	3	...	1	2	3	3	3	...	2	2	4
450—Literature of Modern Thought	3	3	...	9	15	24	3	3	...	8	16	24
<i>Associate Professor Richard</i>												
110—Composition and Literature	3	3	...	...	16	16	3	3	...	...	14	14
160A—Composition and Literature ..	3	3	...	...	22	22	3	3	...	...	27	27
160B—Composition and Literature ..	3	3	...	...	29	29	3	3	...	...	28	28

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
190—Composition and Literature....	3	3	...	...	32	32	3	3	...	...	20	20
290—Story Telling	1	1	...	...	16	16	1	1	...	...	20	20
<i>Associate Professor Craver</i>												
100B—Composition and Rhetoric...	3	3	...	14	16	30	3	3	...	13	16	29
100C—Composition and Rhetoric...	3	3	...	10	16	26	3	3	...	15	9	24
100J—Composition and Rhetoric....	3	3	...	7	14	21	3	3	...	6	14	20
230—Advanced Composition.....	2	2	...	9	8	17	2	2	...	9	8	17
311—Victorian Prose.....	3	3	...	5	19	24	...	...	...	...	...	...
312—Victorian Poetry.....	...	...	...	...	...	...	3	3	...	3	10	13
<i>Associate Professor Torrence</i>												
210A—Types of Literature.....	3	3	...	11	18	29	3	3	...	8	18	26
210B—Types of Literature.....	3	3	...	3	19	22	3	3	...	4	18	22
300A—Shakespeare	3	3	...	8	25	33	3	3	...	5	22	27
300B—Shakespeare	3	3	...	6	25	31	3	3	...	6	26	32
Seminar .....	...	...	...	...	...	...	1	1	...	...	22	22
<i>Assistant Professor Cone</i>												
170A—Composition and Literature..	3	3	...	1	18	19	3	3	...	...	27	27
170B—Composition and Literature..	3	3	...	...	19	19	3	3	...	1	18	19
170C—Composition and Literature..	3	3	...	1	22	23	3	3	...	1	24	25
180—Composition and Literature....	3	3	...	2	16	18	3	3	...	3	17	20
271—Reading and Language Method	...	...	...	...	...	...	2	2	...	...	24	24
<i>Assistant Professor Hamilton</i>												
100L—Composition and Rhetoric....	3	3	...	...	20	20	3	3	...	...	18	18
<i>Assistant Professor Cowgill</i>												
100E—Composition and Rhetoric....	3	3	...	21	3	24	3	3	...	21	4	25
100G—Composition and Rhetoric....	3	3	...	16	9	25	3	3	...	12	10	22
100I—Composition and Rhetoric	3	3	...	12	13	25	3	3	...	11	9	20
<i>Assistant Professor Newdick</i>												
100A—Composition and Rhetoric....	3	3	...	27	...	27	3	3	...	23	1	24
100F—Composition and Rhetoric....	3	3	...	16	8	24	3	3	...	11	8	19
100H—Composition and Rhetoric....	3	3	...	11	13	24	3	3	...	14	5	19
221—Expository Writing.....	2	2	...	5	2	7	2	2	...	3	...	3
401—Elizabethan Plays.....	3	3	...	3	5	8	...	...	...	...	...	...
402—Elizabethan Movement.....	...	...	...	...	...	...	3	3	...	3	4	7
<i>Instructor Weidner</i>												
100D—Composition and Rhetoric....	...	...	...	...	...	...	3	3	...	14	...	14

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
00K—Composition and Rhetoric...	...	...	...	...	...	...	3	3	...	7	5	12
00M—Composition and Rhetoric...	...	...	...	...	...	...	3	3	...	14	1	15
<i>Instructor Moore</i>												
61—Reading and Language Method	2	2	...	...	11	11	...	...	...	...	...	...
FRENCH												
<i>Professor Brandon</i>												
00B—Beginners' Course.....	4	5	...	12	7	19	4	5	...	9	8	17
22—French in the High Schools....	...	...	...	...	...	...	2	2	...	...	5	5
<i>Assistant Professor Baudin</i>												
00D—Beginners' Course.....	4	5	...	9	6	15	4	5	...	10	3	13
10A—Modern Prose.....	4	4	...	2	5	7	4	4	...	3	4	7
10B—Modern Prose.....	4	4	...	2	6	8	4	4	...	1	4	5
11A—Nineteenth Century Literature	3	3	...	2	6	8	...	...	...	...	...	...
12A—Nineteenth Century Literature	...	...	...	...	...	...	3	3	...	2	6	8
21—French Writing.....	2	2	...	4	13	17	2	2	...	2	8	10
21—Seventeenth Century Tragedy.	2	2	...	3	3	6	...	...	...	...	...	...
22—Moliere.....	...	...	...	...	...	...	2	2	...	3	7	10
Tutorial.....	...	...	...	...	...	...	...	...	...	1	2	3
<i>Assistant Professor Irvin</i>												
00A—Modern Prose.....	4	4	...	19	12	31	4	4	...	13	11	24
00B—Modern Prose.....	4	4	...	17	10	27	4	4	...	6	18	24
11B—Nineteenth Century Literature	3	3	...	3	11	14	...	...	...	...	...	...
12B—Nineteenth Century Literature	...	...	...	...	...	...	3	3	...	4	6	10
<i>Assistant Professor Granberry</i>												
00A—Beginners' Course.....	4	5	...	8	6	14	4	5	...	7	5	12
00E—Beginners' Course.....	4	5	...	4	12	16	4	5	...	5	12	17
00C—Modern Prose.....	4	4	...	11	14	25	4	4	...	12	14	26
00E—Modern Prose.....	4	4	...	8	10	18	4	4	...	8	10	18
<i>Instructor Glasgow</i>												
00C—Beginners' Course.....	4	5	...	10	9	19	4	5	...	12	8	20
00D—Modern Prose.....	4	4	...	14	10	24	4	4	...	14	9	23
GEOGRAPHY												
<i>Professor McConnell</i>												
61A—Primary Geography.....	...	...	...	...	...	...	3	3	...	...	29	29

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
161B—Primary Geography.....	3	3	...	...	25	25	...	...	...	...	...	...
171A—Intermediate Geography.....	...	...	...	...	...	...	4	4	...	1	15	1
171B—Intermediate Geography.....	4	4	...	...	23	23	...	...	...	...	...	...
171C—Intermediate Geography.....	...	...	...	...	...	...	4	4	...	...	25	2
180—Geography for Junior H. S.....	3	3	...	3	20	23	3	3	...	4	21	2
271—Special Method in Geography..	...	...	...	...	...	...	2	2	...	...	26	2
301—Economic Geography.....	3	3	...	25	6	31	...	...	...	...	...	...
<i>Professor Brandon</i>												
211—South American Geography....	2	2	...	10	5	15	...	...	...	...	...	...
212—South American History.....	...	...	...	...	...	...	2	2	...	29	6	3
GEOLOGY												
<i>Professor Shideler</i>												
100—General Geology	4	3	3	28	15	43	4	3	3	27	13	4
110—Physiography	4	3	3	21	4	25	4	3	3	19	3	2
212—Economic Geology.....	...	...	...	...	...	...	3	3	...	25	1	2
301—Oil Geology.....	2	2	...	14	...	14	...	...	...	...	...	...
Tutorial.....	...	...	...	...	...	...	...	...	...	1	...	...
GERMAN												
<i>Professor Handschin</i>												
100—Beginners' Course.....	4	5	...	15	1	16	4	5	...	14	1	1
101—Beginners' Course .....	...	...	...	...	...	...	4	5	...	6	2	...
200—Second Year German.....	4	4	...	5	2	7	4	4	...	5	2	...
230—Comparative Literature.....	2	2	...	4	1	5	2	2	...	6	1	...
311—Scientific German.....	3	3	...	5	...	5	3	3	...	7	...	...
430—German Writers for America..	3	3	...	2	1	3	3	3	...	1	1	...
GOVERNMENT												
<i>Associate Professor Vinacke</i>												
201A—Federal and State Government	3	3	...	21	13	34	...	...	...	...	...	...
201B—Federal and State Government	3	3	...	20	7	27	...	...	...	...	...	...
202A—Municipal Government.....	...	...	...	...	...	...	3	3	...	22	9	...
202B—Municipal Government.....	...	...	...	...	...	...	3	3	...	16	8	...
311—Comparative Government.....	...	...	...	...	...	...	3	3	...	5	3	...
312—International Relations.....	3	3	...	5	2	7	...	...	...	...	...	...
331—United States in World Politics.	3	3	...	13	9	22	...	...	...	...	...	...
332—Far Eastern Politics.....	...	...	...	...	...	...	3	3	...	11	8	...
Tutorial.....	...	...	...	...	...	...	...	...	...	2	...	...

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
GREEK												
<i>Professor Clark</i>												
100—Beginners' Course.....	5	5	...	10	10	20	5	5	...	9	10	19
211—Greek Literature.....	3	3	...	2	8	10	...	...	...	...	...	...
212—Greek Literature.....	...	...	...	...	...	...	3	3	...	11	13	24
221—History of Greek Art.....	2	2	...	13	15	28	...	...	...	...	...	...
222—History of Greek Art.....	...	...	...	...	...	...	2	2	...	13	28	41
231—Origins of Democracy.....	2	2	...	9	10	19	...	...	...	...	...	...
232—Greece and World Today....	...	...	...	...	...	...	2	2	...	13	17	30
400—Tutorial.....	...	...	...	...	...	...	...	...	...	1	...	1
HISTORY												
<i>Professor Hedger</i>												
100A—Medieval and Mod. Europe..	4	4	...	18	14	32	4	4	...	13	11	24
100B—Medieval and Mod. Europe..	4	4	...	10	20	30	4	4	...	10	16	26
220—English History.....	3	3	...	7	8	15	3	3	...	6	7	13
231—French Revolution.....	3	3	...	9	9	18	...	...	...	...	...	...
232—Napoleonic Era.....	...	...	...	...	...	...	3	3	...	4	7	11
<i>Professor Carter</i>												
170A—Origins of American Nation..	3	3	...	1	17	18	3	3	...	...	18	18
170B—Origins of American Nation..	3	3	...	*	...	...	3	3	...	*	...	...
170C—Origins of American Nation..	3	3	...	...	21	21	3	3	...	...	24	24
180—Expansion of American Society	3	3	...	...	41	41	3	3	...	4	35	39
261—Problems of Democracy.....	3	3	...	...	17	17	...	...	...	...	...	...
282—American Government.....	...	...	...	...	...	...	3	3	...	...	5	5
340—Expansion of American Society	3	3	...	1	11	12	3	3	...	2	11	13
Tutorial.....	...	...	...	2	3	5	...	...	...	1	1	2
<i>Associate Professor Vinacke</i>												
210—Modern History of Europe.....	3	3	...	14	13	27	3	3	...	14	11	25
HOME ECONOMICS												
<i>Professor Hanna</i>												
210A—Elementary Cookery.....	2	...	6	...	18	18	2	...	6	...	17	17
301A—Advanced Cookery.....	3	1	6	...	6	6	...	...	...	...	...	...
302—Advanced Cookery.....	...	...	...	...	...	...	3	1	6	...	6	6
410—Special Methods.....	2	2	...	...	6	6	2	2	...	...	6	6

*Combined with 180

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
<i>Assistant Professor O'Connor</i>												
110A—Garment Making.....	3	1	6	...	19	19	3	1	6	...	17	1
231—Textiles.....	2	...	6	...	34	34	...	...	...	...	...	...
232—Dressmaking.....	...	...	...	...	...	...	2	...	6	...	33	3
421—Advanced Dressmaking.....	3	1	6	...	11	11	...	...	...	...	...	...
422—Millinery.....	...	...	...	...	...	...	3	1	6	...	11	1
<i>Associate Professor Clara M. Feeney</i>												
330—Foods and Nutrition.....	3	3	...	...	5	5	3	2	3	...	9	...
<i>Instructor Robertson</i>												
110B—Garment Making.....	3	1	6	...	31	31	...	...	...	...	...	...
210B—Elementary Cookery.....	2	...	6	...	33	33	...	...	...	...	...	...
301B—Advanced Cookery.....	3	1	6	...	11	11	...	...	...	...	...	...
<i>Instructor Gath</i>												
110B—Garment Making.....	...	...	...	...	...	...	3	1	6	...	24	2
210B—Elementary Cookery.....	...	...	...	...	...	...	2	...	6	...	23	2
311—Dietetics.....	...	...	...	...	...	...	3	3	...	...	12	1
HOSPITAL TRAINING												
<i>Professor Wade MacMillan</i>												
200—Practical Nursing.....	3	1	6	1	14	15	...	...	...	...	...	...
INDUSTRIAL ARTS												
<i>Professor Whitcomb</i>												
330—Special Method.....	2	2	...	5	2	7	2	2	...	6	1	...
<i>Assistant Professor Grinnell</i>												
111—Handwork in Wood.....	4	2	6	4	4	8	...	...	...	...	...	...
112—Woodworking Projects.....	...	...	...	...	...	...	4	2	6	5	1	...
211—Furniture Making.....	3	1	6	5	...	5	...	...	...	...	...	...
212—Furniture Making.....	...	...	...	...	...	...	3	1	6	5	...	...
311—Concrete Construction.....	2	1	3	5	...	5	...	...	...	...	...	...
312—Building Construction.....	...	...	...	...	...	...	3	1	6	4	...	...
<i>Instructor Beers</i>												
260—Handwork for Grades I-III.....	2	1	3	...	18	18	2	1	3	...	18	1
271A—Handwork for Grades IV-VI.....	2	1	3	...	13	13	...	...	...	...	...	...
271B—Handwork for Grades IV-VI.....	...	...	...	...	...	...	2	1	3	...	14	1

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
LATIN												
<i>Professor Hadsel</i>												
100—Virgil's Aeneid	4	4	...	5	1	16	4	4	...	5	10	15
110—Cicero and Terence	4	4	...	5	2	28	4	4	...	5	23	28
200—Horace and Plautus	3	3	...	...	5	5	3	3	...	...	5	5
212—Roman Life and Civilization...	...	...	...	...	...	...	2	2	...	11	11	22
231—Roman Literature	2	2	...	6	2	8	...	...	...	...	...	...
400—Advanced Course in Virgil ..	3	3	...	1	4	5	3	3	...	1	4	5
Tutorial .....	...	...	...	...	1	1	...	...	...	1	1	2
MATHEMATICS												
<i>Professor Young</i>												
200—Calculus	3	3	...	19	4	23	3	3	...	17	5	22
211—Plane Analytic Geometry	3	3	...	15	6	21	...	...	...	...	3	16
212—Solid Analytic Geometry .....	...	...	...	...	...	...	3	3	...	13	...	...
300—Advanced Calculus	3	3	...	4	1	5	3	3	...	4	1	5
Tutorial .....	...	...	...	...	...	...	...	...	...	1	1	2
<i>Professor T. L. Feeney</i>												
161A—Primary Arithmetic	3	3	...	...	26	26	...	...	...	...	...	...
161B—Primary Arithmetic .....	...	...	...	...	...	...	3	3	...	...	23	23
171A—Intermediate Arithmetic	4	4	...	1	16	17	...	...	...	...	...	...
171B—Intermediate Arithmetic .....	...	...	...	...	21	21	4	4	...	...	23	23
171C—Intermediate Arithmetic	4	4	...	...	...	...	...	...	...	...	...	...
180—Mathematics for Jr. High Sch.	3	3	...	3	15	18	3	3	...	4	16	20
190—Shop Mathematics	2	2	...	7	...	7	2	2	...	5	...	5
<i>Associate Professor Anderson</i>												
111B—College Algebra	5	5	...	25	4	29	...	...	...	...	...	...
111C—College Algebra	5	5	...	25	6	31	...	...	...	...	...	...
112B—Trig. and Analytic Geometry	...	...	...	...	...	...	5	5	...	21	3	24
112C—Trig. and Analytic Geometry	...	...	...	...	...	...	5	5	...	25	2	27
231—Trigonometry and Surveying ..	3	2	3	25	...	25	...	...	...	...	...	...
232—Advanced Surveying .....	...	...	...	...	...	...	3	2	3	21	...	21
331—Astronomy	3	3	...	8	6	14	...	...	...	...	...	...
332—Astronomy .....	...	...	...	...	...	...	3	3	...	5	5	10
<i>Assistant Professor Beekley</i>												
111A—College Algebra	5	5	...	18	4	22	...	...	...	...	...	...
111D—College Algebra	5	5	...	22	11	33	...	...	...	...	...	...
112A—Trig. and Analytic Geometry	5	...	...	...	...	...	5	5	...	18	4	22
112D—Trig. and Analytic Geometry	5	...	...	...	...	...	5	5	...	18	6	24
131A—Elementary Algebra	5	5	...	17	5	22	...	...	...	...	...	...

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st. Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
132A—Algebra and Trigonometry...	...	...	...	...	...	...	5	5	...	15	4	19
<i>Assistant Professor Dunn</i>												
131B—Elementary Algebra.....	5	5	...	27	1	28	...	...	...	...	...	...
132B—Algebra and Trigonometry...	...	...	...	...	...	...	5	5	...	20	2	22
<i>Instructor Murray</i>												
101—College Algebra	4	4	...	8	8	16	...	...	...	...	...	...
102—College Algebra and Trig.....	...	...	...	...	...	...	4	4	...	11	6	17
MUSIC												
<i>Associate Professor Martin</i>												
110—Elementary Music.....	3	3	...	1	9	10	3	3	...	...	11	14
160A—Elementary Music.....	1	2	}	...	46	46	1	2	}	...	...	...
160B—Elementary Music.....	1	2					1	2				
170C—Elementary Music.....	1	2					1	2				
180—Elementary Music.....	1	2	}	3	36	39	1	2	}	3	40	43
220—History of Music	3	3					3	3				
<i>Instructor Clokey</i>												
170A—Elementary Music.....	1	2	}	1	34	35	1	2	}	...	34	35
170B—Elementary Music.....	1	2					1	2				
210—Structure of Music... ..	3	3	...	4	11	15	3	3	...	3	3	6
<i>Instructor Keller</i>												
120—Public School Music.....	2	3	...	1	10	11	2	3	...	1	13	15
260—Public School Music.....	½	1	...	...	15	15	½	1	...	...	16	17
270—Public School Music.....	½	1	...	...	26	26	½	1	...	...	26	27
PHILOSOPHY												
<i>Professor Powell</i>												
302A—Logic .....	...	...	...	...	...	...	3	3	...	26	12	38
302B—Logic	3	3	...	11	4	15	3	3	...	18	8	26
400—Ethics	3	3	...	15	6	21	3	3	...	15	5	20
410—Introduction to Philosophy....	3	3	...	12	1	13	3	3	...	11	1	12
421—Comparative Study of Religion	3	3	...	17	2	19	...	...	...	...	...	...
422—Philosophy of Religion... ..	...	...	...	...	...	...	3	3	...	11	7	18
<i>Associate Professor Murchison</i>												
301A—Psychology	3	3	...	29	11	40	...	...	...	...	...	...
301B—Psychology	3	3	...	18	10	28	3	3	...	8	3	11

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
310—Introductory Psychology.....	3	3	...	23	12	35	3	3	...	34	16	50
450—Applied Psychology.....	3	3	...	7	1	8	3	3	...	6	1	7
Tutorial .....	...	...	...	5	..	5	...	...	...	...	...	...
PHYSICS												
<i>Professor Culler</i>												
100A—Freshman Physics.....	4	3	3	5	6	11	4	3	3	7	6	13
100B—Freshman Physics.....	4	3	3	19	1	20	4	3	3	18	1	19
200—General Physics	4	4	...	24	1	25	4	4	...	23	1	24
212—Wireless Telegraphy.....	...	...	...	...	...	...	3	2	3	6	1	7
300—Advanced Laboratory Physics..	3	...	6	8	4	12	3	...	6	9	3	12
<i>Assistant Professor Dunn</i>												
100C—Freshman Physics.....	4	3	3	16	6	22	4	3	3	17	5	22
PUBLIC SPEAKING												
<i>Associate Professor Williamson</i>												
100A—Oral Interpretation of Lit- erature	2	2	...	1	38	39	2	2	...	1	34	35
100B—Oral Interpretation of Lit- erature	2	2	...	13	32	45	2	2	...	10	30	40
200A—Public Address, Elementary..	2	2	...	18	4	22	2	2	...	17	5	22
200B—Public Address, Elementary..	2	2	...	15	9	24	2	2	...	14	9	23
310—Dramatic Interpretation.....	3	2	3	2	9	11	3	2	3	4	13	17
340—Public Address, Advanced.....	2	2	...	2	2	4	2	2	...	5	2	7
<i>Assistant Professor Cowgill</i>												
200C—Public Address, Elementary..	2	2	...	8	3	11	2	2	...	7	4	11
320—Argumentation and Debate....	3	3	...	8	...	8	3	3	...	7	...	7
<i>Assistant Professor Cone</i>												
261—Public School Reading.....	2	2	...	...	15	15	...	...	...	...	...	...
271A—Public School Reading.....	...	...	...	...	...	...	2	2	...	...	16	16
271B—Public School Reading.....	2	2	...	...	11	11	...	...	...	...	...	...
281—Public School Reading.....	...	...	...	...	...	...	2	2	...	...	16	16
SCHOOL ADMINISTRATION												
<i>Professor Minnich</i>												
261—School Organization (Elem'y)	...	...	...	...	...	...	2	2	...	1	25	26
271A—School Organization (Elem'y)	2	2	...	*	...	...	...	...	...	...	...	...
271B—School Organization (Elem'y)	...	...	...	...	...	...	2	2	...	†	...	...

* Combined with 281

† Combined with 261

TABLE XV—(Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
281—School Organization (Elem't'ry)	2	2	...	3	26	29	...	...	...	...	...	...
400—School Organization (Second'y)	3	3	...	4	21	25	3	3	...	4	6	10
<i>Professor Whitcomb</i>												
412—School Organization (Vocat'n'l)	...	...	...	...	...	...	3	3	...	6	22	28
SOCIOLOGY												
<i>Professor Harris</i>												
200A—Principles of Sociology	3	3	...	13	22	35	3	3	...	24	11	35
200B—Principles of Sociology	3	3	...	18	14	32	3	3	...	18	11	29
200C—Principles of Sociology	3	3	...	12	22	34	3	3	...	14	17	31
301—Social Pathology	3	3	...	9	15	24	...	...	...	...	...	...
302—Social Betterment Agencies....	...	...	...	...	...	...	3	3	...	9	21	30
310—Labor Problems	3	3	...	18	4	22	3	3	...	19	4	23
401—Seminar	2	2	...	4	5	9	...	...	...	...	...	...
402—Seminar .....	...	...	...	...	...	...	2	2	...	2	6	8
Tutorial .....	...	...	...	...	5	5	...	...	...	1	5	6
<i>Associate Professor Beneke</i>												
200D—Principles of Sociology	3	3	...	15	9	24	3	3	...	12	6	18
SPANISH												
<i>Associate Professor Kuhne</i>												
100D—Beginners' Course	4	5	...	15	6	21	4	5	...	8	6	14
100E—Beginners' Course	4	5	...	21	...	21	4	5	...	17	...	17
200B—Second Year Spanish	4	4	...	20	3	23	4	4	...	18	3	21
210—Commercial Spanish	2	2	...	5	5	10	2	2	...	5	5	10
301—Classic Drama	2	2	...	2	2	4	...	...	...	...	...	...
302—Classic Prose .....	...	...	...	...	...	...	2	2	...	2	2	4
<i>Assistant Professor da Cruz</i>												
100A—Beginners' Course	4	5	...	14	8	22	4	5	...	12	7	19
100C—Beginners' Course	4	5	...	13	9	22	4	5	...	9	9	18
200A—Second Year Spanish	4	4	...	23	7	30	4	4	...	22	6	28
200C—Second Year Spanish	4	4	...	7	7	14	4	4	...	8	6	14
<i>Assistant Professor Irvin</i>												
100B—Beginners' Course	4	5	...	15	12	27	4	5	...	8	9	1
ZOOLOGY												
<i>Professor Williams</i>												
100A—General Zoology	4	2	6	13	7	20	4	2	6	11	7	18

TABLE XV—(Concluded)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
00B—General Zoology.....	4	2	6	15	18	33	4	2	6	16	16	32
21—Hygiene and Sanitation.....	3	3	...	6	30	36	...	...	...	...	...	...
22—Physiology .....	...	...	...	...	...	...	3	2	3	3	22	25
200—Comparative Anatomy.....	3	1	6	2	5	7	3	1	6	3	4	7
210—Embryology .....	...	...	...	...	...	...	4	1	9	3	...	3
<i>Professor Shideler</i>												
300—Organic Evolution.....	3	3	...	7	9	16	3	3	...	7	9	16

TABLE XVI—Summary of Grades, Second Semester, 1919-20

THE FIGURES REPRESENT PERCENTAGES

PROFESSOR	A	B	C	D	E	F	GW	NR
Anders, Ida M.	.....	33.33	46.67	20.00	.....	.....	.....	.....
Anderson, W. E.	17.14	41.43	24.29	14.29	.....	.....	2.85	.....
Baudin, M. C.	13.33	33.34	28.00	9.33	10.66	4.00	1.33	.....
Beekley, J. S.	8.77	19.30	28.07	36.84	1.76	5.26	.....	.....
Beers, Gertrude A.	45.10	43.14	11.76	.....	.....	.....	.....	.....
Beneke, H. H.	36.36	40.61	14.54	6.67	.....	1.82	.....	.....
Brandenburg, S. J.	8.51	25.53	51.06	10.64	.....	4.26	.....	.....
Brandon, E. E.	25.00	37.50	15.63	9.37	.....	6.25	6.25	.....
Brill, H. C.	13.40	24.74	34.02	21.65	4.13	.....	2.06	.....
Brouse, Helen	.....	37.50	56.25	6.25	.....	.....	.....	.....
Carter, C. E.	20.88	28.57	37.36	9.89	.....	3.30	.....	.....
Clark, F. L.	12.37	52.58	25.78	5.15	1.03	3.09	.....	.....
Clokey, J. W.	22.22	33.33	37.04	7.41	.....	.....	.....	.....
Cone, Adelia W.	18.75	33.93	41.96	4.47	0.89	.....	.....	.....
Cowgill, B. R.	27.70	46.62	16.21	6.76	.....	0.68	1.35	0.68
Craver, A. W.	28.89	30.00	15.56	13.34	4.44	3.33	4.44	.....
Culler, J. A.	19.15	19.15	30.85	9.57	2.13	15.95	3.20	.....
Da Cruz, Daniel	18.18	19.48	40.26	10.39	.....	10.39	1.30	.....
Davis, B. M.	15.31	28.57	41.84	11.22	.....	2.04	1.02	.....
Dunn, H. K.	15.63	18.75	37.50	18.75	.....	9.37	.....	.....
Feeney, Clara M.	64.29	35.71	.....	.....	.....	.....	.....	.....
Feeney, T. L.	18.82	24.71	42.35	11.77	.....	2.35	.....	.....
Fink, Bruce	20.00	38.33	28.33	11.67	.....	1.67	.....	.....
Foley, W. M.	.....	14.29	33.33	52.38	.....	.....	.....	.....
Glasgow, Grace G.	11.36	18.18	27.27	29.55	2.27	4.55	6.82	.....
Godshall, W. V.	9.41	22.35	38.82	20.00	4.71	.....	4.71	.....
Hadsel, F. L.	36.51	25.40	28.57	7.94	.....	.....	1.58	.....
Hamilton, Elizabeth	11.11	44.45	28.89	15.55	.....	.....	.....	.....
Handschin, C. E.	16.95	28.81	33.90	3.39	.....	.....	16.95	.....
Hanna, Martha	.....	64.00	36.00	.....	.....	.....	.....	.....
Harris, T. L.	17.34	47.98	32.36	0.58	.....	0.58	1.16	.....
Heckert, J. W.	12.20	43.90	34.14	7.32	.....	.....	2.44	.....
Hedger, G. A.	6.98	32.56	31.40	17.44	5.81	3.48	2.33	.....
Himmelright, R.	38.89	44.44	13.89	2.78	.....	.....	.....	.....
Irvine, L. P.	13.89	16.67	30.56	29.17	4.16	4.16	1.39	.....
Keller, Edith	20.00	21.43	40.00	14.28	1.43	1.43	1.43	.....
Kreger, C. W.	31.25	25.00	25.00	18.75	.....	.....	.....	.....
Kuhne, Julius	13.75	36.25	36.25	10.00	.....	3.75	.....	.....
McConnell, W. R.	15.49	30.97	38.04	9.86	.....	2.82	2.82	.....
Martin, A. W.	23.85	26.15	25.38	13.08	.....	4.62	6.92	.....
Minnich, H. C.	31.67	60.00	8.33	.....	.....	.....	.....	.....
Murchison, C. A.	13.64	33.34	34.85	12.12	3.03	1.51	1.51	.....
Murray, Rheba	16.00	32.00	24.00	4.00	16.00	8.00	.....	.....
O'Connor, Margaret	4.11	36.98	49.32	9.59	.....	.....	.....	.....
Powell, E. E.	20.88	32.97	28.57	5.49	3.30	3.30	5.49	.....
Richard, Frances G.	15.89	35.51	33.65	14.02	.....	.....	.....	0.93
Ross, E. C.	26.47	27.45	35.30	4.90	0.98	3.92	0.98	.....
Smith, J. Warren	21.74	34.78	39.13	.....	.....	.....	4.35	.....
Snarr, O. W.	14.20	34.91	39.65	10.65	.....	0.59	.....	.....
Swisher, Amy M.	15.84	44.56	37.62	1.98	.....	.....	.....	.....
Telfer, R. S.	6.90	19.31	55.17	13.79	.....	4.14	0.69	.....
Upham, A. H.	24.75	40.60	28.71	0.99	0.99	.....	3.96	.....
Vinacke, H. M.	10.53	32.46	42.09	13.16	.....	0.88	0.88	.....
Wallace, Gertrude	18.18	39.78	32.95	7.95	1.14	.....	.....	.....
Whitcomb, F. C.	18.00	36.00	32.00	9.00	.....	1.00	2.00	2.00
Williams, S. R.	11.93	33.95	40.37	10.09	.....	0.91	2.75	.....
Young, A. E.	21.43	39.28	21.43	14.29	.....	3.57	.....	.....

TABLE XVII—Summary of Grades, First Semester, 1920-21

THE FIGURES REPRESENT PERCENTAGES

PROFESSOR	A	B	C	D	E	F	GW	NR
Anderson, W. E.	18.18	37.38	21.21	13.13	4.04	3.03	3.03	.....
Baudin, M. C.	40.99	34.42	13.11	8.20	.....	.....	3.28	.....
Beekley, J. S.	7.79	12.99	29.87	22.08	9.09	12.99	5.19	.....
Beers, Gertrude A.	35.48	61.29	3.23	.....	.....	.....	.....	.....
Beneke, H. H.	28.33	33.33	21.67	8.33	5.00	1.68	0.83	0.83
Brandon, E. E.	20.59	29.41	38.24	2.94	5.88	.....	2.94	.....
Brill, H. C.	28.56	30.61	24.49	12.24	.....	2.05	2.05	.....
Brown, R. E.	16.67	16.67	33.33	25.00	.....	.....	8.33	.....
Carter, C. E.	16.67	19.29	42.98	14.03	0.88	2.63	3.52	.....
Clake, F. L.	18.18	54.54	16.88	2.60	.....	.....	7.80	.....
Clokey, J. W.	10.00	36.00	40.00	12.00	.....	.....	2.00	.....
Cone, Adelia W.	6.67	32.38	33.33	13.34	2.86	.....	10.47	0.95
Cowgill, B. R.	9.68	29.04	19.34	27.96	5.38	2.15	6.45	.....
Craver, A. W.	16.95	37.28	26.27	5.08	4.24	3.39	6.79	.....
Culler, J. A.	33.82	22.06	23.53	11.77	.....	2.94	5.88	.....
Da Cruz, Daniel	11.36	11.36	51.14	14.77	.....	6.82	4.55	.....
Davis, B. M.	12.05	16.86	44.58	13.25	.....	6.03	7.23	.....
Dunn, H. K.	10.00	16.00	34.00	20.00	4.00	8.00	8.00	.....
Feeney, Clara	80.00	20.00	.....	.....	.....	.....	.....	.....
Feeney, T. L.	14.61	23.59	47.19	8.99	.....	2.25	3.37	.....
Fink, Bruce	11.63	32.52	36.06	6.99	.....	1.17	11.63	.....
Glasgow, Grace	9.30	18.61	25.59	27.91	2.32	2.32	13.95	.....
Granberry, E. P.	15.07	21.92	43.84	8.21	4.11	1.37	5.48	.....
Grinnell, A. A.	27.78	33.33	22.22	5.56	.....	.....	11.11	.....
Guiler, W. A.	14.54	42.73	34.55	4.54	.....	0.91	1.82	0.91
Hadsel, F. L.	30.65	30.65	19.34	14.52	1.61	.....	3.23	.....
Hamilton, Elizabeth	10.00	30.00	50.00	5.00	.....	.....	.....	5.00
Handschin, C. H.	19.44	38.89	30.56	11.11	.....	.....	.....	.....
Hanna, Martha	20.00	36.67	36.67	.....	.....	.....	6.66	.....
Harris, T. L.	23.60	46.59	24.22	0.62	0.62	.....	4.35	.....
Heckert, J. W.	11.77	44.12	35.26	2.95	.....	5.90	.....	.....
Heckman, H.	19.39	31.64	33.67	8.16	3.06	2.04	1.02	1.02
Hedger, G. A.	7.37	26.32	42.11	9.47	.....	5.26	9.47	.....
Irvine, L. P.	18.18	31.31	28.29	11.11	3.03	3.03	5.05	.....
Keller, Edith	9.62	32.69	42.31	13.46	.....	.....	1.92	.....
Kuhne, J. W. A.	10.13	40.50	30.38	12.65	.....	3.80	1.27	1.27
MacMillan, Wade	46.67	53.33	.....	.....	.....	.....	.....	.....
McConnell, W. R.	16.67	38.24	36.27	6.86	.....	0.98	0.98	.....
McMillan, J. V.	8.09	27.75	42.77	12.14	1.16	1.73	6.36	.....
Martin, A. W.	10.09	17.43	45.87	13.76	.....	.....	12.85	.....
Minnich, H. C.	25.93	42.59	24.07	.....	.....	.....	5.56	1.85
Moore, Flora	.....	45.45	45.45	.....	.....	.....	.....	9.10
Murchison, C. A.	11.94	38.81	39.55	2.99	0.74	1.49	3.74	0.74
Murray, Rheba	6.25	6.25	25.00	25.00	25.00	12.50	.....	.....
Newdick, R.	8.89	22.22	33.33	16.67	6.67	10.00	2.22	.....
O'Connor, Margaret	6.25	28.13	45.31	1.56	.....	.....	18.75	.....
Powell, E. E.	26.47	44.12	25.00	1.47	.....	.....	2.94	.....
Richard, Frances G.	9.57	22.61	31.30	19.13	6.96	1.73	8.70	.....
Robertson, Carrie	.....	22.67	50.67	5.33	.....	6.67	14.66	.....
Ross, E. C.	16.09	21.84	18.39	17.24	9.20	5.75	11.49	.....
Shideler, W. H.	9.19	26.53	30.61	20.41	2.04	1.02	10.20	.....
Smyers, Gertrude	13.64	30.68	48.86	4.55	.....	.....	2.27	.....
Swisher, Amy	14.15	17.92	43.40	13.21	.....	1.89	9.43	.....
Todd, E. S.	15.97	46.22	22.69	7.56	3.36	0.84	3.36	.....
Torrence, R.	30.43	50.43	0.88	.....	.....	.....	18.26	.....
Vinacke, H. M.	14.53	18.80	47.86	11.11	5.13	1.71	0.86	.....
Whitcomb, F. C.	6.50	22.00	34.00	20.50	3.00	3.50	10.50	.....
Williams, A. S.	0.78	11.63	45.73	20.93	3.88	3.88	13.17	.....
Williams, S. R.	13.54	31.25	41.67	4.17	.....	2.08	7.29	.....
Williamson, A. B.	13.10	29.66	47.59	2.76	0.69	1.38	4.82	.....
Young, A. E.	28.57	36.74	12.25	4.08	6.12	.....	12.24	.....

TABLE XVIII—Teaching Load

The teaching load, as here computed, is based on the number of students who completed the work of the first semester 1920-21, and obtained final grades in the various classes. The unit of measurement is the *student clock hour* which represents the teaching load involved in giving instruction to one student one hour per week for the entire term. Laboratory supervision because of the nature of the work and the help of student assistants is counted as one-half the value of class-instruction in determining the teaching load.

Instructor	Total Load	Instructor	Total Load
Anderson, W. E.	429½	Heckman, H.	294
Baudin, M. C.	205	Hedger, G. A.	347
Beekley, J. S.	385	Irvin, L. P.	409
Beers, Gertrude A.	77½	Keller, Edith	74
Beneke, H. H.	356	Kuhne, J. W. A.	330
Brandon, E. E.	125	MacMillan, Wade	60
Brill, H. C.	365	McConnell W. R.	329
Brown, R. E.	60	McMillan, J. V.	428
Carter, C. E.	327	Martin, A. W.	242
Clark, F. L.	224	Minnich, H. C.	133
Clokey, J. W.	115	Moore, Flora	22
Cone, Adelia W.	289	Murchison, C. A.	292
Cowgill, B. R.	268	Murray, Rheba	64
Craver, A. W.	337	Newdick	263
Culler, J. A.	275½	O'Connor, Margaret	222
Da Cruz, Daniel	396	Powell, E. E.	204
Davis, B. M.	290½	Richard, Frances G.	313
Dunn, H. K.	239	Robertson, Carrie	267
Feeney, Clara	15	Ross, E. C.	261
Feeney, T. L.	214	Shideler, W. H.	382
Fink, Bruce	370	Smyers, Gertrude	226
Glasgow, G. G.	191	Swisher, Amy	197
Granberry, H.	322	Torrence, R.	345
Grinnell, A. A.	72½	Todd, E. S.	320
Guiler, W. A.	316	Vinacke, H. M.	351
Hadsel, F. L.	222	Whitcomb, F. C.	495
Hamilton, Elizabeth	60	Williams, A. S.	568
Handschin, C. E.	142	Williams, S. R.	401
Hanna, Martha	90	Williamson, A. B.	306½
Harris, T. L.	459	Young, A. E.	147
Heckert, J. W.	86		

Table XIX--Freshman Rank Lists, First Semester, 1920-21

The following lists show the relative scholastic standing of those members of the freshman classes who completed the work of the first

semester, 1920-21. In case two or more students attained the same rank, the preference in order was given to the student carrying the most work:

FRESHMAN CLASS, LIBERAL ARTS COLLEGE

1 Krampe, Miriam F.	130.0	51 Jacobs, Helen	107.5
2 Phillips, Merton	128.2	52 Occena, Catalina	107.5
3 Hansen, Freda	127.4	53 Pond, Myron S.	107.5
4 Kirk, Grayson	126.2	54 Schaeffer, Winona	107.1
5 Hessler, Mabel	126.0	55 Bussard, Vernon	107.0
6 Evans, Russell	124.0	56 Phalor, Mildred	107.0
7 Birch, Letha	123.8	57 Early, Lenore	106.6
8 Kimmel, Mary Alice	122.0	58 Ellis, Ray	106.6
9 Garrison, Harold	121.6	59 Haswell, George	105.6
10 Hempel, Lillian	120.6	60 McLennan, Helen	105.6
11 Heinlen, Grace	119.0	61 Coppock, Wilson	105.5
12 Stitt, Marguerite	119.0	62 Albaugh, Veda	104.7
13 Mendenhall, Harrison	118.7	63 Roberts, Frank	104.7
14 Purmort, George	118.7	64 McWhinney, Helen	104.3
15 Shook, Robert	118.7	65 Murray, Louise	104.0
16 Lodwick, Margaret	118.5	66 Condit, Russell	103.8
17 Kuhlman, Catherine	118.2	67 Early, Charles	103.8
18 Curry, Raymond	116.0	68 Harding, Phyllis	103.8
19 Hursh, Paul	115.9	69 Strete, Ralph	103.8
20 Albert, J. Paul	115.0	70 Young, Beulah	103.5
21 Lohman, Marion	115.0	71 Black, Samuel	103.3
22 Pardee, Margaret	115.0	72 Fisher, Ethel	103.0
23 Simenson, Kenneth	115.0	73 Francis, Martha	103.0
24 Early, Doyt Harold	114.1	74 Wowra, Martha	103.0
25 Hudson, Gertrude	114.1	75 Arganbright, Marion	102.8
26 Kendall, Howard	113.1	76 Bishop, Robert	102.8
27 Gilliland, Floyd	112.2	77 Feldman, Wanda	102.8
28 Downey, Frank	112.0	78 Miller, Leonard	102.8
29 Parrish, Lon Nulton	112.0	79 Ney, Thelma	102.8
30 Lichtenwalter, Meredith	111.2	80 Swan, Mary Ann	102.8
31 Stewart, Robert	111.2	81 Greene, Charles Porter	102.6
32 Parker, Elsie Lucile	111.0	82 Hogue, Carl	102.3
33 Ward, Charles E.	111.0	83 Horrigan, John	102.0
34 Nutt, Carolyn	110.6	84 Dates, Gordon	101.9
35 Loehr, Howard	110.3	85 McKinney, Anne	101.8
36 Smith, Alice	110.0	86 Haworth, Margaret	101.3
37 Brant, Alma	109.6	87 Pearson Walter	101.0
38 Essig, George	108.4	88 Renick, Tom	101.0
39 Frost, Gervaise	108.4	89 Freeman, Leonard	100.9
40 Macy, Isaac Hall	108.4	90 Jobes, Richard	100.9
41 Rex, Eugene	108.4	91 Kuhne, Sig	100.9
42 Spalding, Florence	108.4	92 Magsig, Clarence	100.9
43 Block, Edna	108.0	93 Ozias, Wynnetta	100.9
44 Pearce, Alice	108.0	94 Ridenour, Gerald	100.0
45 Thomas, Warren	108.0	95 Coleman, Clyde	100.0
46 Sherer, Hugh	107.5	96 Johnson, Natalie	100.0
47 Adams, Charles	107.5	97 Kohlmeier, Harold	100.0
48 Ferger, Dorothy	107.5	98 Warne, Earl Robert	100.0
49 Fitch, Herbert	107.5	99 House, Carl	100.0
50 Hollinger, Ruth	107.5	100 Jones, Richard B.	100.0

101	Miles, Mildred	100.0	158	Mitchell, Philip	82.1
102	Ringwald, John C.	100.0	159	Schnell, William	81.5
103	Northrup, Dudley	100.0	160	Greely, Elbert	81.2
104	Brown, Robert E.	100.0	161	Helm, Albert	81.2
105	Hoffmeister, Russell	100.0	162	Teeguardin, John	81.2
106	Mulford, Webb	99.1	163	Wright, Horace	81.2
107	Stewart, Brock	99.1	164	McKinley, Charles	79.7
108	Windate, Mary	99.1	165	Meister, Charles	79.1
109	Hannaford, Francis S.	99.0	166	Crayford, Marguerite	79.0
110	Tackers, Steven J.	98.9	167	Orebaugh, Lowell	77.8
111	Duncanson, Lyman	98.7	168	Ridenour, Gaylord	77.5
112	Ledyard, Merlyn	98.1	169	Dewey, Joseph	77.4
113	Metzger, Lawrence	98.1	170	Evans, Wynne	77.4
114	Walter, Catherine	98.1	171	Hughes, John Kenneth	77.4
115	Andrews, Elizabeth	97.7	172	Fox, Clyde	76.9
116	Thomas, Dorothy Owen	97.7	173	Cull, Howard	76.5
117	Doty, Donald	97.2	174	Angus, Samuel	75.9
118	Smith, Marion D.	97.2	175	Scheerer, E. Justus	75.7
119	Shardelow, Duffield	96.8	176	Hobstetter, Paul	75.0
120	Adkins, Paul	96.5	177	James, Alvin	75.0
121	Ferguson, Harry	96.2	178	Scott, Howard	74.3
122	Hopkins, Richard	96.2	179	Smurr, James E.	72.2
123	Engilman, Rose	96.0	180	Moore, Thomas	70.4
124	Blackford, John	95.3	181	Free, Dwight	70.3
125	Cole, Foster	95.3	182	Rothrock, Arthur	69.5
126	Keyt, Isabel	95.3	183	Barnhart, Murrell	69.3
127	Reisz, Louis	95.3	184	Rice, Blanche	69.3
128	Chappelear, Charles	95.0	185	Rofkar, Albert	69.3
129	Dowden, Durward	95.0	186	McSurely, James	69.0
130	Moses, Winifred	95.0	187	Aiken, Cora	68.7
131	Hill, Marguerite	94.4	188	Davies, Robert	68.7
132	Ash, Lisle	93.7	189	Rossman, Richard	68.4
133	Kehrle, Lillian	93.4	190	Jellison, Herbert	68.0
134	Render, Lewis	93.4	191	Shupe, Fred	68.0
135	King, Ray	93.2	192	Wise, Donald	67.5
136	Filston, Howard	93.0	193	Evans, Thelbert	65.9
137	Morlidge, Elihu	93.0	194	Hannon, Frank	64.4
138	Wilson, Leonard	92.5	195	Perry, Virgil	63.8
139	Short, Rufus	92.0	196	Krickbaum, Ralph	63.7
140	Cameron, Eugene	91.6	197	Weaver, Walter	62.9
141	Eddy, Boynton	91.6	198	Swain, Martha Ellen	62.3
142	Latta, William	91.6	199	Catrow, David	61.4
143	Peters, Edmund	91.0	200	Bogges, Warren	61.2
144	Beatty, Robert	89.7	201	Rogers, Ross	61.2
145	Murphy, George	89.3	202	Davis, Steven	59.7
146	Vandegrift, Hugh	89.0	203	Maddux, Berneice	59.7
147	Clem, Evarett	88.8	204	Fetherlin, J. Wylie	57.1
148	Evans, Bergen	88.8	205	Crawford, Harold	56.4
149	Neff, Cecil Eugene	88.0	206	Thornton, Emerson	55.3
150	Christman, Emily	87.3	207	Dalton, George	54.5
151	Maxwell, Edna	87.0	208	Alspach, Gordon	54.0
152	Craig, Leslie	85.0	209	Hopper, Willard	53.8
153	Faust, Leo Harry	85.0	210	Bowerman, Herbert	53.3
154	Belcher, Virginia	84.3	211	Swart, Robert W.	53.3
155	Moench, Edward	84.0	212	Duvall, Harold	50.7
156	Newcomb, John	84.0	213	Dawson, Lucian	50.3
157	Fuller, Jack	82.1	214	Hutchison, George	50.0

215	Hooven, Paul	48.5	223	Fletcher, Benjamin	36.4
216	Pettigrew, Edward	46.2	224	Martin, Frederick	35.0
217	Wiseman, C. R.	46.2	225	Buttolph, John	28.3
218	Simpson, Paul	45.3	226	Geiser, Herman	21.2
219	McMahan, Esther	43.7	227	Brandt, Fred	00.0
220	Bussert, DeVon	42.5	228	Correia, Joao	00.0
221	Barnhart, Earl	37.1	229	Wall, Joseph	00.0
222	Eades, James	37.1			

FRESHMAN CLASS, BACHELOR OF SCIENCE IN EDUCATION

1	Drake, Mae	130.0	39	Johnson, Edna Lee	100.0
2	Riley, Marie	125.3	40	Chambers, Mary F.	99.1
3	Webster, Glenn	125.3	41	Dixon, Gladys	99.1
4	Burdsall, Olive	124.4	42	Fudge, Edith	99.1
5	Lichti, Edna	123.4	43	Helter, Ruth Marie	99.1
6	Wolfe, Norma	120.4	44	Page, Elizabeth	99.1
7	McDermott, Dorothy	120.3	45	Schlagel, Ruby	99.0
8	Stevenson, Louise	118.8	46	Powell, Thelma	97.2
9	Truitt, Florence	115.0	47	Gleason, Helen	96.2
10	Bailey, Marion	115.0	48	Stearns, Marie	96.2
11	Whittaker, Dorothy	115.0	49	Wilt, Irene	96.2
12	Lewis, Bessie	114.1	50	Watts, Paul	96.2
13	Anderson, Vera	112.2	51	Gregory, Virginia	95.7
14	Fox, Etta	112.2	52	Weaver, Jack	94.6
15	Sheldon, Ruth	112.2	53	Streamas, Anna	93.8
16	Rippey, Anne	110.3	54	Carpenter Margaret	89.0
17	Sturm, Armina	110.3	55	O'Neal, Julia	83.3
18	Rose, Leah	109.4	56	Blake, Harold	79.8
19	Anderson, Margaret	108.4	57	Klipstine, Edith	79.5
20	Bowen, Hazel	108.4	58	Clough, Leah	78.8
21	Newell, Lydia	107.5	59	Wilson, Mildred	77.8
22	Trump, Janice	107.5	60	Horne, Leona	75.0
23	Barkley, Helen	106.6	61	Fichter, Kathryn	73.1
24	Fetherolf, Dorothy	106.6	62	Nicholas, Jessie Ann	73.1
25	Lafferty, Eleanor	106.6	63	Spangler, Paul	72.7
26	Work, Mary Catherine	106.3	64	Baumgardner, Ruth	72.7
27	Miller, Martha	104.7	65	Schafer, Carlton	72.3
28	Pohlmeyer, Jean	104.7	66	Sheley, Esther	71.2
29	Neff, Eva Geraldine	103.8	67	Kirker, Miriam	70.3
30	Schaerges, Lola	103.8	68	Boring, Charlie	68.3
31	Snively, Eleanor	103.2	69	Minton, Florence	67.7
32	Anstaett, Herbert	103.1	70	Wisecup, Roy	67.3
33	Decker, Verdi M.	103.0	71	Howenstein, Mary	67.1
34	Clark, Margaret	102.8	72	Coon, Gerald	55.3
35	Fergus, Mary Frances	102.6	73	Voge, Marguerite	53.1
36	Bayha, Rhoda Pearl	101.8	74	Young, George	49.4
37	Tabscott, William	100.9	75	Stephens, Ancil	19.6
38	Kiser, Betty	100.0			

FRESHMAN CLASS, TEACHERS COLLEGE

1	Ehrhard, Leona	130.0	7	Neill, Marion	124.0
2	Barkman, Eleanor	128.2	8	Henault, Heloise	123.0
3	Townsend, Mary	126.6	9	Young, Mildred	123.0
4	McCashen, Lois	126.6	10	Leonard, Grace	122.5
5	Custer, Anna	125.3	11	Devers, Iona	122.0
6	Hendrickson, Mary	124.4	12	Darby, Alice	120.6

13	Earhart, Naomi	120.6	70	Fliehman, Ethel	102.8
14	Williams, Mary Louise	120.6	71	Sayers, Anna	102.8
15	Fouke, Marjorie	120.0	72	Whitenack, Marian	102.8
16	Lauderback, Nellie	120.0	73	Granger, Vivian	102.3
17	Ehrhard, Margaret	119.2	74	Shortridge, Lillian	102.1
18	Ashworth, Esther	118.0	75	Barber, Janice	102.0
19	Phillips, Marjean	118.0	76	Fisher, Frances	102.0
20	Hewitt, Eloise	117.7	77	Oridge, Louise	102.0
21	Osenbaugh, Kathryn	117.0	78	Ruble, Helen	102.0
22	Williams, Anna Catherine	116.9	79	Thompson, Mary	102.0
23	Taylor, Shirley	116.1	80	Clark, Mary Helen	101.1
24	Gibbs, Lorena	115.0	81	Munns, Iris	101.0
25	McGuire, Alberta	115.0	82	Clouse, Thelma	100.9
26	Bales, Chloe	115.0	83	Johnson, Lillian	100.9
27	Moorman, Virginia	115.0	84	Wullenweber, Margaret	100.9
28	Paxton, Helen	114.1	85	Jones, Sophia Lee	100.0
29	Agger, Hermanda	114.0	86	Minst, Lena	100.0
30	Purdy, Mildred	114.0	87	Ridenour, Gertrude	100.0
31	Kimball, Louise	112.2	88	Nichol, Helen	100.0
32	Ware, Lois	112.2	89	Hammel, Ruth	99.1
33	Hancock, Minnie	112.0	90	Coit, Daisy	99.0
34	Laughlin, Sara Louise	112.0	91	Dudley, Ardath	99.0
35	Walker, Ersyl	111.2	92	Marker, Sylvia	99.0
36	Gremling, Adeline	111.0	93	Harmon, Frances	98.8
37	Kenworthy, Mary	111.0	94	Madden, Helen	98.4
38	Blauser, Carrie	110.3	95	McIntyre, Ivy	98.1
39	Hoel, Norma	110.3	96	Waldeck, Mary	98.1
40	Moore, Lulu Pearl	109.2	97	Zech, Mary	98.1
41	Farver, Grace	109.0	98	Harbour, Cordelia	97.2
42	Hieber, Ruth	109.0	99	Jewett, Phyllis	97.2
43	Marvin, Grace	108.8	100	Shinaberry, Elta	97.2
44	Atherton, Mabel	108.4	101	Bourne, Sarah	97.0
45	Morrow, Marie	108.4	102	Dickson, Bernice	97.0
46	Vance, Charles	108.4	103	Hite, Naomi	97.0
47	Seither, Ethel	108.0	104	Keeley, Lillian	97.0
48	Taylor, Martha	108.0	105	Nellist, Rose	97.0
49	Winans, Esther	108.0	106	Anderson, Leona	96.3
50	Benson, Irene	107.0	107	Donnelly, Ruth	96.3
51	Beyerly, Elizabeth	107.0	108	Frey, Hattie	96.3
52	Cox, Lillian	107.0	109	Whittington Louise	96.2
53	Mealey, Edith	106.8	110	Coulter, Marjorie	95.7
54	Browder, Henrietta	106.6	111	Thomas, Pauline	95.0
55	Weaver, Mildred	106.6	112	McBride, Beatrice	94.0
56	Cole, Mildred	106.0	113	Brugger, Grace	93.7
57	Jones, Cleo	106.0	114	LaBoyteaux, Jessie	93.7
58	Greek, Mildred	105.6	115	Blocher, Mary	93.6
59	Schlosser, Lucille	105.0	116	Barnes, Frances	93.4
60	Horr, Martha	104.7	117	Murphy, Josephine	93.0
61	Moore, Nellie Frances	104.7	118	Redkey, Lillian	93.0
62	White, Irene	104.7	119	Varney, Helen	92.0
63	Stephan, Edith	104.0	120	Best, Florence	91.6
64	Brown, Abbie	103.8	121	Humrichouse, Beatrice	91.0
65	Coffin, Anna	103.8	122	Newcomb, Carolyn	91.0
66	Swift, Thelma	103.8	123	Vereker, Margaret	91.0
67	Anderson, Margaret	103.0	124	Fife, Audrey	90.6
68	Garrard, Florence	103.0	125	Prickett, Harold	89.6
69	Ray, Ada	103.0	126	Nagel, Lorena	88.1

127	Hall, Leonore	84.0	146	Cockrell, Mildred	72.8
128	Stout, Ralph	83.1	147	Heckman, Fay	72.2
129	Sponsler, Inez	82.0	148	Conwell, Edith	71.9
130	Layman, Evelyn	81.2	149	Smith, Irene	71.4
131	Wright, Ruth	80.0	150	Marshall, Ruth	70.3
132	Carter, Winnifred	78.8	151	Ray, Gertrude	70.3
133	Parks, Eva	78.4	152	Frederick, W. L.	69.6
134	Scott, Donna	78.3	153	Eck, Nora	69.3
135	Snyder, Eileen	77.7	154	Weigel, Helen	57.0
136	Sanders, Ruth	77.5	155	Ragland, Alice	55.3
137	Horn, Elizabeth	77.4	156	Marker, William	55.0
138	Kemp, Grace	76.9	157	Perrin, Mildred	55.0
139	Anderson, Jeanette	75.0	158	Garber, Norma	50.3
140	Mullen, Susie	75.0	159	Brewer, Velma	46.7
141	Malick, Helen	74.6	160	Carr, Lavina	40.0
142	Pratt, Alma	74.0	161	Harrison, Nora	39.3
143	Colvin, Mary	73.7	162	Morris, Harriet	22.7
144	McClung, Ruth	73.7	163	Loewenthal, Helen	19.0
145	Geeting, Edna	73.3	164	Bouic, Margaret	00.0

RHEBA D. MURRAY,
Registrar.

Library Statistics

TABULATION A—ACCESSIONS

	1919-20	1920-21
Books—		
By Purchase.....	1073	1467
By Gift.....	470	528
By Binding.....	411	199
Total Accessions.....	1954	2194
Deduct Withdrawals.....	101	....
Net Increase.....	1853	2194
Total Volumes in Library.....	54577	57067
Pamphlets—		
By Purchase.....	55	31
By Gift.....	78	29
Total.....	133	60
Deduct Withdrawals.....	5	..
Net Increase.....	128	60
Total Content—		
Books.....	54577	57067
Pamphlets.....	128	1311
Grand Total, Books and Pamphlets.....	54705	58378

TABULATION B

Total Recorded Use of Books

MONTH	DAYS OPEN	HOME USE					Reference Room	Stack Room	Reserve
		Students Reserve	Students Two- Weeks	Faculty	Total	Daily Average			
April.....	26	258	1165	352	1775	68.2	No records kept. Free access to all shelves.	1020	No statistics kept.
May.....	25	401	1176	304	1881	75.2		1995	
June.....	26	275	802	318	1395	53.7		1979	
July.....	27	374	945	297	1616	59.8		1641	
August.....	26	337	738	231	1306	50.2		1347	
September.....	26	90	521	405	1016	39.1		679	
October.....	26	333	1012	321	1666	67.9		1273	
November.....	25	643	1209	317	2169	86.8		1154	
December.....	25	198	909	256	1363	54.5		737	
January.....	25	385	1416	437	2238	89.5		963	
February.....	24	314	1188	365	1867	77.8		1133	
March.....	27	289	883	354	1526	56.2		1033	
Total.....	308	3897	11964	3957	19818	64.3		14934	

TABULATION C

Total Recorded Use of Books, Except Reserve Books in Building
Arranged by Classes in Order of Extent of Use

CLASS	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
History and Biography .	229	415	285	225	212	196	374	372	223	118	470	417	3536
Education ...	126	379	373	337	240	110	274	134	107	51	165	115	2411
Social Science...	100	178	178	248	307	96	193	156	90	26	189	198	1959
English Literature .	255	309	246	228	156	90	94	138	72	22	60	72	1742
Juvenile	45	164	388	420	211	34	29	74	39	50	70	48	1572
Natural Science	51	69	80	34	43	57	81	73	63	33	34	38	656
General and Periodical .	85	206	197	4		2	2	10	9	.....	8	1	546
Useful Arts .	50	36	28	12	50	17	57	47	23	7	24	20	371
Fine Arts	26	44	43	20	65	41	30	32	26	7	13	17	364
Travel	25	110	54	9	13	....	23	11	...	8	13	35	301
Philosophy ..	3	13	41	57	12	17	33	29	19	17	16	20	277
Religion	16	45	19	7	2	6	27	23	13	.....	8	22	188
Fiction	3	16	33	20	12	2	5	14	13	5	13	18	154
Foreign Literature .	3	5	.....	7	1	5	19	24	26	1	26	7	124
Language ...	3	6	14	13	1	6	32	17	14	4	4	5	119
Total	1030	1995	1979	1641	1337	679	1273	1154	737	349	1113	1033	14320

TABULATION D

Books Issued for Two Weeks, by Classes, in Order of Extent of Use

CLASS	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
Fiction	340	337	262	268	155	90	192	221	229	396	264	170	2924
English Literature .	228	316	148	192	98	121	205	232	139	191	262	188	2320
General and Periodical .	32	46	39	19	78	23	43	36	47	28	31	23	445
Juvenile	138	110	125	179	118	84	141	251	114	254	93	67	1674
Education ...	42	37	27	46	62	21	49	37	36	93	44	21	515
History and Biography .	110	101	54	60	66	36	64	84	72	115	112	80	954
Useful Arts ..	52	44	27	51	49	27	42	55	33	50	94	63	587
Social Science ...	67	51	29	30	32	26	61	92	56	70	78	84	676
Natural Science .	37	31	29	24	25	27	57	32	29	54	65	57	467
Fine Arts	42	27	18	22	15	16	40	20	29	37	34	30	330
Philosophy ..	26	20	12	18	8	10	28	49	36	36	23	15	281
Travel	30	27	15	5	3	1	.....	2	17	2	.....	2	104
Foreign Literature .	1	10	7	13	12	25	66	67	59	52	67	59	438
Religion	12	13	5	13	8	10	18	24	11	28	14	22	178
Language ...	8	6	5	5	9	4	6	7	2	10	7	2	71
Total	1165	1176	802	945	738	521	1012	1209	909	1416	1188	883	11964

Physical Education

I. Intra-Mural Athletics

INTRA-MURAL COLLEGIATE ATHLETIC ASSOCIATION

(a) INTER FRATERNITY—

M. Bell, President	D. T. D.
G. Sparling, Secretary	Deke
D. Parker, Treasurer	Ind.
S. Johnson	D. U.
W. Simenson	Beta.
H. Miltenberger	Phi Kap.
W. Halbedel	A. T. P.
D. Parrot	Sigma Chi.
J. Smurr	Phi Delt.
E. Carptenter	S. A. E.

(b) INTER CLASS—

P. Watts	Freshman
E. Gregory	Sophomore
R. Nye	Junior
E. Carpenter	Senior

(c) INTER HALL—

H. Scott	Swing
P. Watts	Stoddard
J. Horrigan	Elliott
G. Hutchinson	Johnson
C. Magsig	McFarland
L. Duncanson	Town

INTER-FRATERNITY BASEBALL SERIES

SPRING, 1920

CLUBS	Won	Lost	Pct.
Beta Theta Pi.....	8	1	.888
Delta Kappa Epsilon	7	2	.777
Delta Tau Delta	6	3	.666
Sigma Alpha Epsilon	6	3	.666
Sigma Chi	4	5	.444
Phi Kappa Tau	3	5	.375
Independents	3	5	.375
Phi Delta Theta	2	4	.333
Delta Upsilon	2	6	.250
Independents	1	6	.142

TOBEY TENNIS CHAMPIONSHIP

SPRING, 1920

The cup was won by Thomas Munns of the class of 1922.

FIRST ROUND—

P. Wilson defeated R. Stretcher
T. Munns defeated R. Veale
E. Sauer defeated C. Clippenger
M. Landis defeated D. Parker
H. Browne defeated M. Wilson
F. Gray defeated R. Ferguson
D. Riley defeated S. Eckley
R. Keys defeated R. Clark
W. Holter defeated B. Andrews
W. Kitchen defeated R. Walter
O. Bayes defeated W. Hiestand

SECOND ROUND—

T. Munns defeated E. Sauer
H. Browne defeated O. Bayes
P. Wilson defeated D. Riley
W. Holter defeated M. Landis
F. Gray defeated W. Kitchen
R. Keys—Bye

THIRD ROUND—

T. Munns defeated H. Browne
F. Gray defeated W. Holter
P. Wilson defeated R. Keys

FINALS—

T. Munns defeated F. Gray
P. Wilson defeated F. Gray
T. Munns defeated P. Wilson

RESULTS OF INTERCLASS TRACK MEET

WEDNESDAY, APRIL 21, 1920

64 Men Entered in the Meet

EVENTS	First	Second	Third	Time—Dist. Height
100 Yard Dash.....	Smith	Davis	Benham	11.
Pole Vault	Carlisle	Rossman	Murphy	9.6
Mile Run.....	Schultz	Dunn	Davis	4.54
Shot Put.....	Sauer	Essig	Davis	36.6
High Jump.....	Blanz	Davis	McDiarmid and Sohmd'l	5.6
220 Yard Dash.....	Measell	Wilson	Kohler	25.
120 Yard H. Hurdles...	Rogers	McDiarmid	Eckley	17.3
Discus	Browne	Davis	Essig	98.8
440 Yard Run.....	Smith	Jamieson	Baird	56.
Broad Jump.....	Blanz	.....	Sparling	20.11
220 Low Hurdles.....	and Rogers	McDiarmid	Smurr	27.
Javelin.....	Rogers	Selby	Somdahl	139.4
880 Yard Run.....	Browne	Herman	Taylor	2.13
Relay	Schultz	.....	.....	.....
.....	No Relay	.....	.....	.....

SUMMARY OF POINTS—

Sophomores (Class of 1922)	56
Juniors	35
Seniors.....	17
Freshmen	9

ANNUAL FRESHMAN-SOPHOMORE CONTEST

SEPTEMBER 18, 1920

EVENT	POINTS	
	Fresh- man	Sopho- more
Baseball Game.....	.	5
Sack Rush.....	3	7
100 Yd. Dash	7	4
440 Yd. Relay	5	0
Cage Ball.....	7	3
Medley Relay.....	5	0
Tug-O-War.....	15	.
	42	19

FRESHMAN-SOPHOMORE FOOTBALL

THURSDAY, NOVEMBER 11, 1920

The annual game was won by the freshmen by the score of 20 to 6.

INTER-FRATERNITY SOCCER SERIES

FALL, 1920

CLUBS	Won	Lost	Tie	Pct.
Sigma Alpha Epsilon.....	9	0	0	1.000
Beta Theta Pi.....	7	1	0	.875
Delta Upsilon.....	5	3	1	.625
Delta Kappa Epsilon.....	5	3	0	.625
Phi Kappa Tau.....	4	3	1	.571
Delta Tau Delta.....	3	5	0	.375
Sigma Chi.....	2	6	0	.250
Phi Delta Theta.....	2	6	0	.250
Independent.....	1	7	0	.125
Alpha Theta Phi.....	0	8	0	.000

CROSS COUNTRY RUNS

FALL, 1920

NAME	RUNS and POINTS					Total
	First	Second	Third	Fourth	Fifth	
Arnold	20	15	19	20	13	87
Nichols	18	14	20	17	12	81
Sieferman	14	12	18	16	11	71
Ruh	12	11	17	18	9	67
Eckley	19	13	14	19	..	65
Nye	15	10	16	12	10	63
Moore	7	9	15	11	2	44
Schwartz	10	7	10	9	7	43
Heyman	16	..	11	15	..	42
Simenson	11	8	8	14	..	41
Carpenter	6	13	10	..	..	29
Seiter	8	3	9	7	1	28
Crane	4	5	6	8	5	28
Robinson	17	..	..	..	..	17
Ferguson	9	..	..	..	8	17
Wagner	13	..	..	..	..	13
Ringwald .....	..	..	..	13	..	13
Coulter.....	..	4	4	5	..	13
Dunn .....	..	..	12	..	..	12
Burton .....	..	..	7	2	..	9
Nagle	5	..	3	..	..	8
Van DeGrift.....	..	..	..	4	4	8
Metzger .....	..	..	..	6	..	6
Hancher	6	..	..	..	..	6
Lephart .....	..	..	..	..	6	6
Blackford .....	..	..	5	..	..	5
Ainsley .....	..	..	..	4	..	4
King	3	..	..	..	..	3
Fellows .....	..	..	..	..	3	3
Early .....	..	2	..	..	..	2
Miller .....	..	..	2	..	..	2
Martin	2	..	..	..	..	2
Parrish .....	..	1	1	..	..	2
Peters .....	..	..	..	1	..	1
Hooven	1	..	..	..	..	1

CROSS COUNTRY STANDING

CLUBS	RUNS and POINTS					Total
	First	Second	Third	Fourth	Fifth	
Sigma Alpha Epsilon	36	37	60	60	37	230
Beta Theta Pi	46	34	47	52	3	182
Phi Kappa Tau	37	18	42	42	12	151
Independents	32	14	35	35	14	130
Delta Tau Delta	10	7	10	9	7	63
Phi Delta Theta	15	10	16	12	10	43
Delta Kappa Epsilon	23	0	0	0	0	23
Delta Upsilon	11	0	0	0	8	19

TENNIS DOUBLES, ELIMINATION SERIES

FALL, 1920

FIRST ROUND—

Clippinger and Simenson (Beta) defeated Veale and Hopkins (Phi Kap.)
 Macy and Jones (D. T. D.) defeated Parker and Phillips (Ind.)
 Coppock and Hughes (Deke)
 Bleiden and Ferguson (D. U.)
 Wilson and Everhart (Sigma Chi)
 Halbedel and Donaldson (A. T. P.)
 Nippert and VanDeGrift (S. A. E.)
 Keys and Walter (Phi Delta)

Byes.

SECOND ROUND—

Macy and Jones defeated Veale and Hopkins.
 Coppock and Hughes defeated Bleiden and Ferguson.
 Wilson and Everhart defeated Halbedel and Donaldson.
 Keys and Walter defeated Nippert and VanDeGrift.

THIRD ROUND—

Macy and Jones defeated Coppock and Hughes.
 Keys and Walter defeated Wilson and Everhart.

FINALS—

Won by Macy and Jones (Delta Tau Delta.)

TENNIS SINGLES, ELIMINATION SERIES

FALL, 1920

FIRST ROUND—

Munns defeated Veale
 Macy defeated Ringwald
 Coppock
 Bleiden
 Wilson
 Halbedel
 Nippert
 Keys

Byes.

SECOND ROUND—

Munns defeated Macy.
 Coppock defeated Bleiden.
 Wilson defeated Halbedel.
 Nippert defeated Keys.

THIRD ROUND—

Coppock defeated Munns.
 Nippert defeated Wilson.

FINALS—

Coppock defeated Nippert, 6-4; 4-6; 6-3; 6-3.

BASKETBALL

FRESHMAN INTER-HALL SERIES

CLUB	Won	Lost	Pct.
Town	5	0	1.000
Johnson	4	1	.800
Elliott	3	2	.600
McFarland	2	3	.400
Swing	4	1	.200
Stoddard	0	5	.000

INTER-CLASS SERIES

CLUB	Won	Lost	Pct.
Freshmen	3	0	1.000
Sophomores	2	1	.666
Juniors	1	2	.333
Seniors	0	3	.000

INTER-FRATERNITY SERIES

WINTER, 1920-21

CLASS "A" LEAGUE

CLUB	Won	Lost	Pct.
Delta Upsilon	8	1	.888
Phi Delta Theta	7	2	.777
Delta Tau Delta	7	2	.777
Phi Kappa Tau	7	2	.777
Beta Theta Phi	7	2	.777
Alpha Theta Phi	3	6	.333
Delta Kappa Epsilon	3	6	.333
Sigma Alpha Epsilon	3	6	.333
Independents	2	7	.222
Sigma Chi	0	9	.000

CLASS "B" LEAGUE

CLUB	Won	Lost	Pct.
Phi Kappa Tau.....	9	0	1.000
Beta Theta Pi.....	8	1	.888
Phi Delta Theta.....	7	2	.777
Delta Kappa Epsilon.....	6	3	.666
Sigma Alpha Epsilon.....	5	4	.555
Delta Upsilon.....	4	5	.444
Alpha Theta Phi.....	3	6	.333
Delta Tau Delta.....	2	7	.222
Independents.....	1	8	.111
Sigma Chi.....	0	9	.000

CLASS "C" LEAGUE

CLUB	Won	Lost	Pct.
*Sigma Alpha Epsilon.....	9	1	.900
*Delta Tau Delta.....	8	2	.800
Delta Kappa Epsilon.....	7	2	.777
Beta Theta Pi.....	5	4	.555
Phi Delta Theta.....	5	4	.555
Sigma Chi.....	4	5	.444
Phi Kappa Tau.....	3	6	.333
Independents.....	3	6	.333
Delta Upsilon.....	2	7	.222
Alpha Theta Phi.....	0	9	.000

CLASS "D" LEAGUE

CLUB	Won	Lost	Pct.
Independents.....	9	0	1.000
Phi Kappa Tau.....	8	1	.888
Delta Kappa Epsilon.....	5	4	.555
Sigma Alpha Epsilon.....	5	4	.555
Delta Tau Delta.....	5	4	.555
Phi Delta Theta.....	5	4	.555
Beta Theta Pi.....	3	6	.333
Sigma Chi.....	2	7	.222
Delta Upsilon.....	0	9	.000
Alpha Theta Phi.....	0	9	.000

BOXING BOUTS

PRELIMINARIES, FEBRUARY 25, 1921

115 pound class—H. Beaver won from H. D. Nichols.

135 pound class—A. Sloan won from A. Sommers.

L. Reiz won from S. Tackers.

G. Dates won from W. Heflinger.

R. Herr won from J. Dewey.

145 pound class—J. Drant won from H. Burton.

D. Early won from G. Young.

158 pound class—W. Thomas won from F. Gilliland.

W. Lohman won from E. Rex.

175 pound class—R. Condit won from R. Keay.

L. Ash won from C. Magsiz.

*Played a post-season game to decide Championship.

FINALS, MARCH 3, 1921

- 115 pound class—D. Beaver won from G. Ridenour.
- 125 pound class—A. Sloan won from L. Lafferty.
- 135 pound class—R. Veale won from P. Hooven.
- 135 pound class—R. Herr won from S. Tackers.
- 135 pound class—L. Reiz won from G. Dates.
- 145 pound class—D. Earley won from J. Drant.

FINALS, MARCH 12, 1921

- 158 pound class—W. Lohman won from W. Thomas. (Forfeit).
- 175 pound class—L. Ash won from R. Condit.
- 135 pound class—R. Herr won from R. Veale.
- L. Reiz won from R. Herr.

INTERCOLLEGIATE CHAMPIONS

108 and under.....	H. D. Nichols
108-115.....	D. Beaver
115-125.....	A. Sloan
125-135.....	L. Reiz
135-145.....	D. Earley
145-158.....	W. Lohman
158-175.....	L. Ash
Over 175.....	L. Thornton

POINTS BY ORGANIZATIONS—

Delta Kapp Epsilon.....	40
Independents.....	30
Delta Upsilon.....	15
Phi Kappa Tau.....	15
Delta Tau Delta.....	10
Beta Theta Pi.....	10

WRESTLING MATCHES

PRELIMINARIES, FEBRUARY 18, 1921

- 115 pound class—H. C. Nichols won from H. D. Nichols.
- 125 pound class—A. Sloan won from F. Wilson.
- 135 pound class—J. Smurr won from R. Nye.
- 145 pound class—D. Bussert won from P. Adkins.
- 145 pound class—C. Greene won From C. Boring.
- 158 pound class—C. Bateman won from R. Vance.
- V. Perry won from D. Earley.
- C. Bateman won from C. Greene.
- V. Perry won from J. Newcomb.
- 175 pound class—D. Predmore won from C. Coleman.
- J. Work won from H. Orth.

FINALS, FEBRUARY 22, 1921

- 108 pound class—F. Wilson won from H. D. Nichols.
- 115 pound class—H. C. Nichols won by forfeit.
- 125 pound class—R. Nye won from A. Sloan.

135 pound class—J. Smurr won from C. Boring.
 145 pound class—D. Bussert won from J. Newcomb.
 158 pound class—C. Bateman won from V. Perry.
 175 pound class—D. Predmore won from J. Work.

INTERCOLLEGIATE CHAMPIONS

108 and under.....	F. Wilson
108-115.....	H. C. Nichols
115-125.....	R. Nye
125-135.....	J. Smurr
135-145.....	D. Bussert
145-158.....	C. Bateman
158-175.....	D. Predmore

POINTS BY ORGANIZATIONS—

Independents.....	30
Phi Kappa Tau.....	25
Phi Delta Theta.....	15
Beta Theta Pi.....	5
Delta Tau Delta.....	5

 INTER-HALL TRACK MEET AND CARNIVAL
 MARCH 12, 1921

EVENTS	First	Second	Third	Fourth
15 Yard Dash.....	Blake	Brown	Wright	.....
Shot Put.....	Ward	Coon	Neff	Essig
25 Yd. L. Hurdles.....	Blake	Hopkins	Beach	.....
Sack Race.....	Stewart	Perry	Haswell	Gilliland
High Jump.....	Ash	Shook and	Rossman	Dewey
25 Yd. Dash.....	Blake	Hutchinson	Adams	Ward
Pole Vault.....	Ash	Neff	Dewey and	Filston
Three-Legged Race....	{ Perry Stewart	Essig Munns	Rex Sprague }	.....
25 Yd. H. Hurdles.....	No Race	.....	.....	.....
Relay.....	Johnson	Town	Elliott	McFarland
Tug-O-War.....	Town	.....	.....	.....

SUMMARY OF POINTS—

Town.....	56½
Johnson.....	20½
Elliott.....	10½
Swing.....	6
Stoddard.....	4½
McFarland.....	3

INTER-FRATERNITY TRACK MEET AND CARNIVAL

MARCH 19, 1921.

EVENT	First	Second	Third	Fourth
15 Yd. Dash	Blake	Ragan and Baird		Brown
Shot Put	Ward	Somdahl	Etter	House
25 Yd. L. Hurdles	Bishop	Ward	Brown	Tackers
Sack Race	Perry	Wisecup	Stewart	Ayers
High Jump	Sparling and Moore		Ash and	Jeffery
25 Yd. Dash	Baird	Israel	Ragan	Ward
Pole Vault	Neff	Ash	Predmore and	Wright
Three-Legged Race.....	{ Hancher Thomas	Jones Shook	Hoberg Stewart	Peters Eckley
25 Yd. H. Hurdles	Lohman	Sparling	Jones and Ash	
Relay	Beta	D. T. D.	Sigma Chi	S. A. E.
Tug-O-War	Deke	.....	.....	.....

SUMMARY OF POINTS:

Delta Tau Delta	30½
Delta Kappa Epsilon	27½
Beta Theta Pi	20½
Delta Upsilon	13½
Phi Delta Theta	8
Sigma Chi	6
Phi Kappa Tau	6
Sigma Alpha Epsilon	2
Independents	1
Alpha Theta Phi	0

ELEVENTH ANNUAL TRI-STATE INTERSCHOLASTIC MEET

(MIAMI FIELD, MAY 15, 1920.)

Class A Meet resulted in a tie between Hamilton and Hughes, each having 28 points.

Class B Meet was won by Highlands High School with 55 points.

EVENT	Class	First	Second	Third	Fourth	Time—Ht. Dist.
220 L. Hurdles Record $27\frac{3}{5}$ sec.	Class A	Price Hughes	Blood Stivers	Fishback Walnut Hills	Bradford Hughes	$27\frac{4}{5}$ sec.
	Class B	Spargo Highlands	Rogers Stivers	Jacob Norwood	Neth Piqua	$27\frac{4}{5}$ sec.
Pole Vault Record 11' 5"	Class A	Mountjoy Kavanaugh	Clemmens Stivers	Roselle Walnut Hills	Davis Walnut Hills	9' 6"
	Class B	Shouse Highlands	Neff Camden	Jacob Norwood	Benson Jefferson Tp.	10'
100 Yd. Dash Record 10 sec.	Class A	Tays Tolono	Hubbard Walnut Hills	Hutchinson Hamilton	Rockel Woodward	$10\frac{3}{5}$ sec.
	Class B	Maloney Franklin	Jencke Norwood	Rabenstein Lockland	Martin Norwood	$10\frac{4}{5}$ sec.
Mile Run Record 4' $52\frac{4}{5}$ "	Class A	Payne East Side	Zappe Stivers	W. Cobb Covington	Dodds Woodward	4' $56\frac{1}{5}$ "
	Class B	Melville Highlands	Prehn Lockland	Korengle Norwood	Joseph Hillsboro	5'
High Jump Record 5' $7\frac{3}{4}$ "	Class A	Grud Woodward	Maveetz East Side	Mountjoy Kavanaugh	Boyet Covington	5' 5"
	Class B	V. Stegman Highlands	S. Roberts Troy	Rogers Newport	H. Roth Newport	5' 4"
Javelin Record 135'	Class A	House Hamilton	Gutjahr Hughes	Broker Walnut Hills	Maley Hamilton	140'
	Class B	Roth Newport	Heyman Highlands	Jenike Norwood	Kuhne McGuffey	*143' 6"
440 Yd. Run Record $54\frac{1}{5}$ "	Class A	Tays Tolono	Snider Woodward	Blood Stivers	Huss Hughes	55"
	Class B	Forse Highlands	Skillman Lockland	Selfried Piqua	Rogers Hillsboro	$55\frac{2}{5}$ "

*Record

ELEVENTH ANNUAL TRI-STATE INTERSCHOLASTIC MEET (Concluded)
(MIAMI FIELD, MAY 15, 1920.)

EVENT	Class	First	Second	Third	Fourth	Time—Ht. Dist.
120 Yd. H. Hurdles Record 17 ³ / ₅ "	Class A	Price Hughes	Ketcher Hamilton	Bradford Hughes	Disqualified	19 ³ / ₅ "
	Class B	Dunham Norwood	V. Stegman Highlands	Jacob Norwood	Hardesty Highlands	19 ² / ₅ "
Broad Jump Record 21' 9 ¹ / ₄ "	Class A	Hubbard Walnut Hills	Tays Tolono	Mountjoy Kavanaugh	Maveetz East Side	*22' 5 ¹ / ₂ "
	Class B	Perry Newport	Lipscomb Newport	V. Stegman Highlands	Walsh Newport	20'
Discus Record 112' 3 ¹ / ₂ "	Class A	House Hamilton	Wheatley Hughes	Maley Hamilton	Hagin Covington	103' 11"
	Class B	Scott Highlands	Stapp Highlands	Dunham Norwood	Link Highlands	100' 8"
220 Yd. Dash Record 22 ⁴ / ₅ "	Class A	Hutchinson Hamilton	Price Hughes	Rockel Woodward	Blood Stivers	24"
	Class B	Maloney Franklin	Spargo Highlands	Martin Norwood	Jemike Norwood	24"
12 lb. Shot Put Record 46' 1 ¹ / ₂ "	Class A	House Hamilton	Rinehart Woodward	Gutjahr Hughes	Keck East Side	39' 9 ¹ / ₂ "
	Class B	Dunham Norwood	Pothoff Lockland	Stapp Highlands	Thomason Newport	40' 2"
880 Yd. Run Record 2' 11 ⁴ / ₅ "	Class A	Payne East Side	Owens Hughes	Zappe Stivers	Overand Covington	2' 13 ⁴ / ₅ "
	Class B	Skeer Highlands	Prinn Lockland	Melville Highlands	York Good Hope	2' 15 ³ / ₅ "
Mile Relay Record 3' 41"	Class A	Woodward	East Side	Hughes		3' 50"
	Class B	Highlands	Piqua	Hillsboro		4' 01"

*Record

II. Intercollegiate Athletics

BASEBALL

SPRING, 1920

Date	Opponent	Played at	Score	
			Miami	Opponent
April 15—	Georgetown	Georgetown	6	1
April 16—	Kentucky State	Lexington	2	11
April 17—	Xavier	Cincinnati	3	4
April 24—	Denison	Oxford	3	7
April 29—	Ohio State	Columbus	1	15
May 1—	Ohio Wesleyan	Delaware	3	10
May 7—	Kentucky State	Oxford	0	4
May 14—	Cincinnati	Oxford	0	4
May 20—	Georgetown	Oxford	4	2
May 26—	Xavier	Oxford	6	0
May 28—	Cincinnati	Cincinnati	2	14

TRACK AND FIELD

SPRING, 1920

Date	Opponent	Played at	Score	
			Miami	Opponent
April 24—	Kentucky State	Lexington	56 $\frac{2}{3}$	52 $\frac{1}{3}$
May 5—	Denison	Oxford	75	42
May 8—	Ohio Wesleyan	Delaware	62	47
May 22—	Big Six	Columbus	23	Fourth Place
May 31—	Cincinnati	Cincinnati	56	61

FOOTBALL

FALL, 1920

Date	Opponent	Played at	Score	
			Miami	Opponent
October 2—	Xavier College	Oxford	31	0
October 9—	Kenyon	Oxford	41	0
October 16—	Kentucky State	Oxford	14	0
October 23—	Wittenberg	Springfield	0	17
October 30—	Denison	Dayton	7	7
November 6—	Ohio Wesleyan	Delaware	7	0
November 13—	Mt. Union	Oxford	14	0
November 25—	Cincinnati	Cincinnati	0	7

BASKETBALL

WINTER, 1920-21

Date	Opponent	Played at	Score	
			Miami	Opponent
December 22—	Cincinnati Gym	Cincinnati	28	33
December 23—	Hamilton "Y"	Hamilton	33	15
January 8—	Ohio University	Oxford	23	25
January 15—	Kenyon	Oxford	37	14
January 22—	Xavier	Oxford	48	16
January 29—	Toledo	Oxford	52	23
February 4—	Wittenberg	Springfield	8	35
February 5—	Heidelberg	Oxford	27	15
February 12—	Cincinnati	Oxford	26	17
February 19—	Akron	Oxford	25	28

February	22—Ohio Wesleyan.....	Delaware	22	17
February	25—Ohio University.....	Athens	17	37
February	26—Kenyon.....	Gambier	34	24
March	2—Wittenberg.....	Oxford	20	19
March	5—Cincinnati.....	Cincinnati	26	38

WRESTLING TOURNAMENTS

KENTUCKY STATE *versus* MIAMI

MARCH 5, 1921

	K. S.	Miami	Won by	POINTS	
				M.	K. S.
115 pound class—	Dealtry	vs. Nichols.....	K. S.	..	14
125 pound class—	Quinn	vs. Nye	K. S.	..	16
135 pound class—	Stith	vs. Smurr.....	K. S.	..	16
145 pound class—	Winters	vs. Wright.....	Miami	16	..
158 pound class—	Aken	vs. Batemen	K. S.	..	12
	McGregor	vs. Vance	K. S.	..	16
175 pound class—	Enlon	vs. Work	K. S.	..	16

SUMMARY OF POINTS—

Kentucky State.....	90
Miami	16

UNIVERSITY OF CINCINNATI *versus* MIAMI

	U. C.	Miami	Won by	POINTS	
				M.	U. C.
108 pound class—	Stegmeyer	vs. Nichols.....	Miami	16	..
115 pound class—	Hill	vs. Beaver.....	U. C.	..	16
125 pound class—	Posey	vs. Nye	U. C.	..	16
135 pound class—	Shoemaker	vs. Smurr	U. C.	..	16
145 pound class—	McAndrews	vs. Wright	Miami	14	..
158 pound class—	Bauer	vs. Vance	U. C.	..	16
175 pound class—	Bowen	vs. Work	U. C.	..	16
Unlimited Weight—	Deutch	vs. Predmore	Miami	8	..

SUMMARY OF POINTS—

Cincinnati.....	70
Miami	38

BOXING TOURNAMENT

UNIVERSITY OF CINCINNATI *versus* MIAMI

MARCH 16, 1921

	U. C.	Miami	Won by	POINTS	
				M.	U. C.
108 pound class—	Stegmeyer	vs. Nichols	Miami	5	..
115 pound class—	Hill	vs. Beaver.....	Miami	5	..
125 pound class—	Mills	vs. Sloan	U. C.	..	5
135 pound class—	Graschel	vs. Herr	Miami	5	..
145 pound class—	Pascall	vs. Carpenter	U. C.	..	5
158 pound class—	Crolley	vs. Lohman....	U. C.	..	5
175 pound class—	Ibert	vs. Orth.....	U. C.	..	5
Unlimited Weight—	Mackey	vs. Wolf.....	Miami	5	..

SUMMARY OF POINTS—

Miami.....	20
Cincinnati.....	20

BASEBALL SCHEDULE

SPRING, 1921

Date	Opponent	To Be Played At
April 2	Colts.....	Oxford
April 9	Xavier	Cincinnati
April 15	Ohio.....	Oxford
April 22	Denison.....	Oxford
April 29	Ohio Wesleyan	Oxford
May 5	Ohio Northern	Ada
May 6	Dayton	Dayton
May 12	Hiram	Oxford
May 13	Kenyon	Oxford
May 20	Xavier	Oxford
May 26	Cincinnati	Cincinnati
May 31	Cincinnati	Oxford

TRACK SCHEDULE

SPRING, 1921

Date	Opponent	To Be Played At
April 16	Interclass Meet	Oxford
April 23	Kentucky State.....	Oxford
April 30	Denison	Granville
May 7	Open	
May 13	Cincinnati.....	Cincinnati
May 14	Tri-State-Interscholastic	Oxford
May 21	Ohio Wesleyan.....	Oxford
May 28	Big Six Meet.....	Columbus

FOOTBALL SCHEDULE

FALL, 1921

Date	Opponent	To Be Played At
October 1	Dayton.....	Oxford
October 8	Wittenberg	Oxford
October 15	Ohio Northern	Ada
October 22	Ohio Wesleyan.....	Oxford (Home Coming)
October 29	Denison.....	Dayton
November 5	Otterbein	Oxford
November 2	Mt. Union.....	Alliance
November 24	Cincinnati.....	Cincinnati

III. Athletic Board of Control

Personnel—

Faculty representatives, J. G. Bliss; S. R. Williams; B. M. Davis; W. H. Shideler; W. P. Roudebush.

Student representatives; Henry Orth; Allan Ragan.

Athletic Conference Representative—Dr. A. E. Young.

IV. Varsity "M" Association and Awards

Varsity "M" Association—

Henry Orth, President; Harry Moore, Vice President; Max Bell, Secretary Treasurer.

The following named men were awarded the Varsity "M" during the past year:

BASEBALL 1920: P. Miller (Capt.); Brower; Crisler; B. Stewart; F. Smith; Gregg; Kramer; Munns; Gray; Sheard; Devine (Mgr.).

TRACK 1920: R. Blanz (Capt.); E. Essig; E. Jamison; L. Measell; C. Perrone; D. Rogers; G. Smith; T. Munns; C. Murphy (Mgr.).

FOOTBALL 1920: R. Hale (Capt.); R. McGinnis; H. Orth; W. McNelly; A. Ragan; E. Essig; S. Crouse; R. Wire; R. Wolfe; T. Munns; P. Angle; J. McDiarmid; A. Hawk; D. Predmore; W. Davis; J. Work; W. Lohman; F. Holtzmuller (Mgr.).

BASKETBALL 1920-21: H. Moore (Capt.); H. Heater; O. Somdahl; R. Wire M. Bell; R. Wright; R. Wolfe; R. Milders; W. Davis; E. Carpenter. (Mgr.).

BOXING 1921: H. D. Nichols; D. Beaver; A. Sloan; D. Herr; E. Carpenter; W. Lohman; R. Wolfe; H. Orth.

WRESTLING 1921: D. Predmore (Capt.); H. D. Nichols; R. Nye; C. Wright; L. Bateman; R. Vance; J. Work; D. Beaver.

Numerals Awarded—

FOOTBALL 1920: A. Fox; O. Somdahl; E. Holt; R. Wright; H. DeVoss; W. Ewing; L. Mitchell; R. Milders; C. Blum; D. O'Donnel; R. Donaldson; H. Pohlman; R. Baer; M. Baker; W. Simenson; H. Ditzel; H. Laub.

FRESHMAN FOOTBALL 1920: C. House (Capt.); G. Essig; R. Hopkins; B. Stewart; G. Haswell; T. Evans; W. Porter; C. Coleman; R. Condit; H. Wright; P. Mitchell; C. Greene; J. Hughes; V. Perry; C. Schafer; P. Spangler; A. Stephens; P. Watts; C. Neff; J. Horrigan; W. Thomas; L. Thornton; E. Barnhart; F. Renick; E. Scheerer; L. Ash; W. Weaver.

CROSS COUNTRY 1920: D. Arnold (Capt.); H. D. Nichols; A. Seiferman; E. Ruh; S. Eckley; R. Nye; C. Moore; W. Schwartz; M. Heyman; W. Simenson E. Carpenter; H. Seiter; A. Crane.

BASKETBALL 1920-21: W. Simenson; A. Hawk; S. Eckley; M. Terrill; R. Jones; H. Pohlman; T. Munns.

FRESHMAN BASKETBALL 1920-21: L. Ash; G. Essig; C. House; R. Hopkins; J. Macy; E. Pettigrew; L. Render; R. Short; C. Schafer; C. Ward; C. Neff; H. Blake (Mgr.).

BOXING: D. Earley; L. Reisz; L. Ash; Thornton; J. Drant; G. Dates; W. Thomas; R. Condit.

WRESTLING: D. Bussert; V. Perry; H. Orth; F. Wilson.

Alumni

Miami's Relation to Other Colleges Thru Alumni Engaged in Graduate Work

1904

Samuel J. Brandenburg, Department of Economics, University of Wisconsin.

1909

Verly H. Dredge, School of Medicine, Western Reserve University.

Otto Orren Fisher, John Hopkins Medical School.

Wilmer G. Stover, Department of Botany, University of Wisconsin.

1910

Marjorie Grant, part-time work at Columbia University.

Rachel May Shinkle, Training School for Nurses, Christ Hospital, Cincinnati, O.

Albert Tangeman Volwiler, Department of History, University of Pennsylvania.

1912

Catherine Urner, student of singing and composition, Paris, France.

1916

Marcus Selden Goldman, American Fellow, University of Paris.

Robert Stadler, Queen City School of Pharmacy, Cincinnati, O.

Ima Watterson, Nursing School, Johns Hopkins University.

1917

Frank Cone Beeks, College of Medicine, University of Cincinnati.

Hewitt B. Hannah, College of Medicine, University of Cincinnati.

Robert Hauver, School of Medicine, Western Reserve University.

Harold Hoffman, Harvard University.

Joseph Lindner, College of Medicine, University of Cincinnati.

1918

Gordon Randolph Crecraft, University of Illinois.

Max Green Dice, Law School, Georgetown University, Washington, D. C.

Theodore Wayland Douglas, Department of English, University of Illinois.

Harold Downing, College of Medicine, University of Cincinnati.

Thomas G. Foulkes, School of Mines, Golden, Colo.

Robert E. McCormick, Department of English, University of Illinois.

Charles Fremont McKhann, College of Medicine, University of Cincinnati.

Lindley E. Mills, Department of Chemistry, University of Illinois.

Jerome R. Mueller, Ohio State University.

Ray Sunderland, Medical School, Denver, Colo.

1919

Eugene A. Beekley, Case School of Applied Science.

Chai-Hsuan Chuang, Teachers College, Columbia University.

Leo Calvin Crawford, Law School, Harvard University.
Glen S. Hiers, School of Religion, Northwestern University.
Clarence W. Kreger, Department of Chemistry, University of Illinois.
Alvira Kathryn Lehrer, Department of Physical Education, Columbia University.
George Francis Munns, College of Medicine, University of Cincinnati.
Ernst George Siefert, University of Michigan.
Frank Earl Stevenson, College of Medicine, University of Cincinnati.
Helen Thompson (Mrs. L. E. Mills), University of Illinois.

1920

Ferris E. Beekley, College of Medicine, University of Cincinnati.
William Hale Charch, Department of Chemistry, Ohio State University.
Vera Coombs, College of Medicine, University of Cincinnati.
Helen Marjorie Crawford, Department of Chemistry, Iowa State College.
Mildred Douthitt (Mrs. Glen S. Hiers), School of Religion, Northwestern University.
Floyd E. Farquear, School of Education, University of Chicago.
Frank A. Harrington, Law School, Ohio State University.
George W. Harris, McCormick Theological Seminary.
Robert J. Himmelright, Department of Economics, University of Illinois.
Rachel Hoyle, Department of Chemistry, Iowa State College.
Mrs. Aurelia Plack McIntyre, College of Medicine, University of Cincinnati.
Jose Peralta, University of Paris.
Harold Predmore, Law School, University of Cincinnati.
Robert H. Pugh, College of Medicine, University of Cincinnati.
Nita Scudder, Department of English, Bryn Mawr College.
Carlton Glen Tener, Department of Chemistry, Ohio State University.

Secretary of the Board of Trustees

LOAN FUNDS

SUMMARY STATEMENT—Student Loan Funds March 31, 1921

	No. of Loans	No. of different students to whom loans have been made	Original gifts or contributions to date	Interest earned on investments	Interest paid by students	Interest due from students	Present value of fund	Loans made	Loans paid	Loans outstanding
Patterson	118	73	\$ 5,000 00	\$2,262 50	\$ 248 35	\$ 12 34	\$ 7,433 19	\$ 5,697 25*	\$ 3,136 75*	\$2,470 50
Class of 1911	26	23	416 38		59 65	58	476 61	1,170 00	683 50	486 50
Class of 1914	22	20	533 33		92 32	2 29	627 94	1,226 46	609 00	617 46
Newman Scholarship	5	3	100 00		10 46	1 85	112 31	150 00	50 00	100 00
Women's	54	27	3,730 66	130 97	77 04	15 96	3,954 63	2,720 00	974 75	1,745 25
Whaling Aid	83	56	10,000 00	1,175 18	114 53	6 40	12,696 11	4,202 65	1,812 65	2,390 00
Student Loan Fund "W"	9	8	500 00		19 22	10 17	529 39	470 00	110 00	360 00
Centennial Loan Fund	4	4	500 00		1 38		501 38	250 00		250 00
Totals	321	214	\$ 20,780 37	\$3,568 65	\$ 622 95	\$ 49 59	\$26,331 56	\$ 15,886 36	\$ 7,376 65	\$8,419 71

*Notes of Student, deceased, cancelled (\$90 00).

Less duplications between funds 60

Net number of students to whom loans have been made 154

Patterson Loan Fund The Patterson Loan Fund, established in 1913 by Dr. James Ramsey Patterson, of the class of 1858, consists of an endowment of \$5,000, the interest only being available for loans. The basis on which these loans are made is at 2% interest during the student's undergraduate days and at 4% thereafter. The present status of the fund is as follows:

Cash Balance April 1, 1920.....	\$	93 17
Receipts to March 31, 1921—		
Interest on loans	\$	69 18
Interest on investments.....		300 00
Loans paid by students.....		933 00
		<u>1,302 18</u>

Total.....	\$	1,395 35
Loans made to students.....		<u>1,445 00</u>
Overdraft April 1, 1921	\$	49 65

CUMULATIVE STATEMENT

Gift of Mr. James R. Patterson.....	\$	5,000 00
Interest received on investments to March 31, 1921.....		2,262 50
Interest received on loans to students.....		248 35
Interest accrued on loans to students.....		<u>12 34</u>

Total	\$	7,523 19
Less cancelled notes.....		<u>90 00</u>
Total	\$	7,433 19

Deposited in State Treasury under Sec. 7941 G. C.	\$	5,000 00
Loans made to students.....	\$	5,697 25
Less loans paid by students.....		<u>3,136 75</u>

Total.....	\$	2,560 50
Less cancelled notes.....		<u>90 00</u>
Total.....		2,470 50
Accrued interest		<u>12 34</u>

Total	\$	7,482 84
Less overdraft in University Treasury.....		<u>49 65</u>

Total	\$	7,433 19
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PATTERSON LOAN FUND

No.	Loaned to	Date	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out- standing
3, 5	Note cancelled (Death).....		\$ 90 00	\$ 10 60	\$	\$	\$
1, 2, 4, 6, 28, 30, 31, 34, 37, 41, 44, 45, 46, 49-54, 56, 57, 62, 70, 73, 74, 75, 81. Paid in full prior to.....		4- 1-20	2,140 00	109 66	2,140 00	....	.....
32, 33, 38, 43, 55, 59, 63, 66, 69, 72, 80, 88, 94, 96, 101. Paid 4-1-20 to.....		3-31-21	797 50	36 25	797 50	....	.....
29 Marion S. Moore.....		9-13-18	50 00	7 53	40 00	....	10 00
39 Kenneth Crawford.....		6- 5-18	60 00	4 60	6 50	1 57	53 50
40 Wilber Finch.....		6- 5-18	50 00	4 75	25 00	19	25 00
42 Francis Smith.....		8- 1-20	25 00	2 65	.....	....	25 00
47 Wilber Finch.....		6- 1-18	50 00	5 00	.....	....	50 00
42 Francis Smith.....		8- 1-20	25 00	1 73	9 75	....	15 25
58 Vernon Drake.....		1- 1-20	50 00	25	50 00	1 68	.....
60 Arthur Doll.....		1- 2-21	75 00	2 25	.....	3 83	75 00
61 Ralph Fattig.....		1- 1-20	50 00	3 45	5 00	45	45 00
64 John W. Mitchell.....		11- 1-20	75 00	4 88	.....	....	75 00
65 Bernard Stewart.....		8- 1-19	65 00	3 98	.....	....	65 00
67 F. H. Berry.....		2- 1-21	100 00	5 50	.....	34	100 00
68 Walter McNelly.....		3- 1-21	50 00	2 50	.....	....	50 00
71 Benj. V. Andrews.....		9- 1-19	50 00	2 68	.....	....	50 00
76 Morris W. Highland.....		8- 1-19	34 75	1 93	4 00	31	30 75
77 Brent A. Welch.....		10- 7-19	25 00	1 52	.....	....	25 00
78 Walter McNelly.....		1- 1-22	100 00	3 50	.....	....	100 00
79 Chester Murphy.....		1- 1-22	100 00	3 50	.....	....	100 00
82 Rohe Walter.....		1- 1-22	50 00	1 75	.....	....	50 00
83 Ralph Blanz.....		1- 1-22	100 00	4 83	.....	....	100 00
84 Benj. V. Andrews.....		1- 1-23	50 00	2 75	.....	....	50 00
85 Edw. Rowan.....		1- 1-22	25 00	76	.....	....	25 00
86 Walter McNelly.....		9- 1-22	50 00	1 50	.....	....	50 00
87 Paul Hoffman.....		9- 1-20	25 00	38	.....	51	25 00
89 Benj. V. Andrews.....		7- 1-23	30 00	1 20	.....	....	30 00
90 F. L. Dubbs.....		9-30-20	25 00	1 01	.....	....	25 00
91 Paul Hoffman.....		9- 1-21	20 00	30	.....	50	20 00
92 F. H. Berry.....		9-30-20	50 00	1 73	13 00	....	37 00
93 Benj. V. Andrews.....		9- 1-20	50 00	1 59	.....	....	50 00
95 Bladen Marshall.....		1- 1-21	50 00	1 08	6 00	44	44 00
97 R. Graham Taylor.....		6-30-21	50 00	50	40 00	80	10 00
98 K. W. Thompson.....		6-12-20	30 00	15	.....	66	30 00
99 Paul Hoffman.....		9- 1-20	35 00	15	.....	65	35 00
100 Robert E. Brown.....		4- 1-21	25 00	75	.....	....	25 00
102 John W. Hey.....		9- 1-21	75 00	1 14	.....	....	75 00
103 Gilbert Stout.....		9- 1-21	50 00	75	.....	....	50 00
104 Edward Rowan.....		9- 1-21	50 00	75	.....	....	50 00
105 Chester Murphy.....		10- 1-21	50 00	75	.....	....	50 00
106 Max Bell.....		1- 1-22	75 00	1 14	.....	....	75 00
107 Arba V. Hawk.....		9-30-21	50 00	50	.....	....	50 00
108 John W. Hey.....		7- 1-22	75 00	38	.....	....	75 00
109 Russell Evans.....		1- 1-22	100 00	50	.....	....	100 00
110 Charles Fellows.....		1- 1-23	75 00	38	.....	....	75 00
111 Gilbert Stout.....		7- 1-22	65 00	33	.....	....	65 00
112 Alva Taylor.....		1- 1-22	100 00	50	.....	....	100 00
113 W. M. Everhart.....		1- 1-23	50 00	25	.....	....	50 00
114 Rollie C. Nye.....		9-30-21	50 00	25	.....	....	50 00
115 Alfred O'Neil.....		1- 1-23	30 00	.....	.....	15	30 00
116 V. B. Bussard.....		1- 1-22	25 00	13	.....	....	25 00
117 Nathan Nagle.....		9- 1-21	25 00	.....	.....	13	25 00
118 Nathan Nagle.....		9- 1-21	25 00	.....	.....	13	25 00
Miscellaneous Interest.....		.....	.. . .	1 46	.....	....	.....
Totals.....		.....	\$5,697 25	\$ 248 35	\$3,136 75	\$12 34	\$2,470 50

One hundred eighteen loans have been made to 73 students.

The Laura L. Ogden Whaling Aid Fund. The Whaling Aid Fund was established in 1918 by the will of Mrs. Laura L. Ogden Whaling, who bequeathed \$10,000 to establish this fund. The principal is to be invested and preserved by the University and the interest is to be used to loan to students. The money is loaned at 2% interest during the student's undergraduate days and at 4% thereafter, all interest payable quarterly. The present status of the fund is as follows:

Overdraft April 1, 1920.....	\$	272	38
Receipts to March 31, 1921—			
Interest paid on loans.....	\$	63	10
Interest paid on investments.....		672	74
Loans paid by students		1,187	40
Sale of Liberty Bonds.....		10,353	75
			12,276 99
Total	\$	12,004	61
Disbursements—			
Loans to students.....	\$	1,704	90
Deposited with Treasurer of State...		10,000	00
			11,704 90
Cash balance April 1, 1921.....	\$	299	71

CUMULATIVE STATEMENT

Original gift with interest to August 10, 1918	\$	11,400	00
Net interest accrued on investments to March 31, 1921.....		1,175	18
Interest received on loans to students		114	53
Interest accrued to March 31, 1921.....		6	40
Total	\$	12,696	11
Deposited with Treasurer of State under Sec. 7941			
G. C.....	\$	10,000	00
Cash in University Treasury		299	71
Loans made to students.....	\$	4,202	65
Less loans paid by students.....		1,812	65
			2,390 00
Interest accrued.....			6 40
Total	\$	12,696	11

WHALING AID FUNDS

No.	Loaned to	Date	Amount	Interest Paid	Principal Paid	Int. Due	Loans Out-standing
2, 4, 7, 9, 10, 12, 15, 17, 22, 24, 30, 32, 33.	Paid in full	3-31-20	\$ 560 75	\$ 12 95	\$ 560 75	\$...	\$.....
1, 3, 5, 8, 13, 16, 18, 19, 21, 25, 26, 28, 29, 36, 37, 39, 40, 41, 44, 46, 50, 51, 52, 54.	Paid 4-1-20	to 4- 1-21	1173 90	46 27	1173 90	....	.....
6 Olaf Somdahl.....	1- 1-21	1- 1-21	75 00	3 42	.....	....	75 00
11 Harry F. Anderson.....	3- 1-21	3- 1-21	100 00	7 50	.....	1 00	100 00
14 Frances Dubbs.....	3-15-21	3-15-21	75 00	4 53	.....	....	75 00
20 F. J. Gomez.....	4- 1-21	4- 1-21	50 00	3 67	.....	....	50 00
23 Howard Klink.....	10- 1-19	10- 1-19	50 00	1 57	38 00	....	12 00
27 Vernon Drake.....	7- 1-21	7- 1-21	50 00	.....	.....	3 58	50 00
31 Tom Boring.....	10- 1-20	10- 1-20	50 00	3 63	10 00	....	40 00
34 Edw. B. Rowan.....	10- 1-21	10- 1-21	50 00	2 00	.....	....	50 00
35 Frank Inloes.....	7- 1-22	7- 1-22	35 00	1 36	.....	40	35 00
38 H. R. Grosvenor....	1- 1-21	1- 1-21	50 00	2 67	10 00	....	40 00
42 Emery Eyer.....	9- 1-20	9- 1-20	25 00	50	20 00	02	5 00
43 Raym'd A. Herman.....	10- 1-20	10- 1-20	75 00	2 07	.....	....	75 00
45 Frances Smith.....	1- 1-22	1- 1-22	25 00	1 13	.....	....	25 00
47 Charles G. Fellows.....	1- 1-22	1- 1-22	35 00	90	.....	....	35 00
48 Ralph McGinnis....	1- 1-22	1- 1-22	150 00	5 25	.....	....	150 00
49 Albert Kolb.....	1- 1-21	1- 1-21	25 00	50	.....	43	25 00
53 Ruth Ev'l'n Cackett.....	1- 1-22	1- 1-22	34 00	17	.....	72	34 00
55 Helen Haller.....	4- 1-22	4- 1-22	50 00	75	.....	....	50 00
56 R. M. Hale.....	9- 1-21	9- 1-21	50 00	1 00	.....	....	50 00
57 Ethel Darst.....	9- 1-21	9- 1-21	60 00	90	.....	....	60 00
58 Vera Sturm.....	1- 1-23	1- 1-23	15 00	30	.....	....	15 00
59 Gilbert Stout.....	1- 1-22	1- 1-22	50 00	75	.....	....	50 00
60 Gretchen Marsh.....	9- 1-22	9- 1-22	19 00	20	.....	....	19 00
61 Edw. Curl.....	9- 1-21	9- 1-21	75 00	75	.....	....	75 00
62 Olaf Somdahl.....	9- 1-21	9- 1-21	50 00	50	.....	....	50 00
63 Edward B. Rowan.....	1- 1-23	1- 1-23	50 00	50	.....	....	50 00
64 Charles G. Fellows.....	10- 1-22	10- 1-22	50 00	50	.....	....	50 00
65 John W. Hey.....	9-15-21	9-15-21	50 00	50	.....	....	50 00
66 Max M. Bell.....	6-30-22	6-30-22	50 00	50	.....	....	50 00
67 Charles G. Fellows.....	1- 1-23	1- 1-23	50 00	50	.....	....	50 00
68 V. B. Bussard.....	11- 1-21	11- 1-21	50 00	50	.....	....	50 00
69 Robt. M. Hale.....	1- 1-22	1- 1-22	50 00	1 00	.....	....	50 00
70 Ethel Darst.....	7- 1-22	7- 1-22	50 00	50	.....	....	50 00
71 John W. Hey.....	1- 1-22	1- 1-22	25 00	25	.....	....	25 00
72 Y. Matsunagi.....	3- 1-21	3- 1-21	50 00	.....	25	....	50 00
73 Max M. Bell.....	7- 1-22	7- 1-22	50 00	50	.....	....	50 00
74 Chester Murphy.....	1- 1-22	1- 1-22	50 00	25	.....	....	50 00
75 Clifford Sheard.....	9-30-21	9-30-21	60 00	30	.....	....	60 00
76 Dorothy Betz.....	10- 1-21	10- 1-21	100 00	50	.....	....	100 00
77 Arba V. Hawk.....	9-30-22	9-30-22	35 00	18	.....	....	35 00
78 Gretchen Marsh.....	1- 1-23	1- 1-23	75 00	38	.....	....	75 00
79 Helen Haller.....	9- 1-23	9- 1-23	50 00	50	.....	....	50 00
80 Ethel Darst.....	1- 1-23	1- 1-23	125 00	63	.....	....	125 00
81 Vera Sturm.....	1- 1-23	1- 1-23	25 00	25	.....	....	25 00
82 Clyde Cahill.....	3- 1-22	3- 1-22	50 00	25	.....	....	50 00
83 Walter McNelly.....	6- 1-23	6- 1-23	50 00	50	.....	....	50 00
Total.....	.....	.....	\$ 4,202 65	\$ 114 53	\$ 1,812 65	\$ 6 40	\$2,390 00

Eighty-three loans have been made to fifty-six different students.

Women's Loan Fund

This fund was started in 1917 by contributions of alumni. It has since been increased by subscriptions of alumni thru the Alumni Loyalty Fund and during the year 1919-1920 was added to materially thru a gift of \$2000 by

Miss Alice Patterson and Mrs. Virginia Patterson Bishop. A total fund of at least \$10,000 is needed. The present status of the fund is as follows:

Overdraft April 1, 1920	\$	184	70
Receipts to March 31, 1921—			
Contributions thru Alumni Loyalty Fund.....	\$	209	10
Interest on investments		127	94
Interest paid by students.		38	73
Loans paid		509	25
Sale of Liberty Bonds	\$	2,008	10
			2,893 12
Total	\$	2,708	42
Loans to students.....	\$	615	00
Deposit with the State Tres. under Sec. 7941			
G. C.		2,000	00
			2,615 00
Cash balance March 31, 1921	\$	93	42

CUMULATIVE STATEMENT

Contributions by students thru Student Govt. Assn.	\$	100	00
Contributions thru Alumni Loyalty Fund		1,599	66
Gifts of Miss Alice Patterson and Mrs. Virginia Patterson Bishop		2,000	00
Gift of Alethenai Literary Society		31	00
Interest received on loans		77	04
Interest on investments.		130	97
Interest accrued		15	96
Present value of fund ...	\$	3,954	63
Two—\$50 Liberty Bonds	\$	100	00
Deposited in State Treasury under Sec. 7941 G. C..		2,000	00
Cash in University Treasury		93	42
Loans made to students	\$	2,720	00
Less loans paid		974	75
		1,745	25
Interest accrued		15	96
Total.....	\$	3,954	63

WOMEN'S LOAN FUND

No.	Loaned to	Date	Amt. of Loan	Interest Paid	Principal Paid	Int. Due	Loans Out-standing
3-6, 7-12, 14	Paid in full prior to	4- 1-20	\$ 355 00	\$ 7 00	\$ 355 00	\$	\$
1, 17, 20, 23, 25, 41, 44	Paid in full 4-1-20	3-31-21	430 00	18 92	430 00	....	....
2	Marie Boyd	6-21-28	50 00	5 43	18 00	42	32 00
13	Hazel Riley	1- 1-20	25 00	1 54	.....	25	25 00
15	Hazel Riley	2- 1-21	50 00	2 91	.....	.....	50 00
16	Marjorie Stranahan	7- 1-19	25 00	.....	.....	.....	20 00
18	Hazel Riley	3- 1-21	75 00	4 28	.....	.....	75 00
19	Marjorie Stranahan	7- 1-19	25 00	.....	5 00	1 66	20 00
21	Helen Haller	1- 1-22	75 00	3 03	.....	.....	75 00
22	Helen E. Barrett.	1- 1-21	75 00	1 14	75 00	47	.....
24	Gretchen Marsh..	1- 1-22	50 00	1 50	.....	25	50 00
26	Ethel G. Darst....	1- 1-22	75 00	2 66	.....	.....	75 00
27	Lillian Field....	1- 1-21	100 00	4 01	60 00	13	40 00
28	Ruth Ev'l'n Cackett	1- 1-21	50 00	1 00	.....	1 12	50 00
29	Myra Smith	1- 1-21	50 00	75	.....	1 60	50 00
30	Hazel Riley	1- 1-22	50 00	2 17	.....	.....	50 00
31	Mabel Kohler ..	1- 1-22	50 00	2 19	31 75	.....	18 25
32	Myra Smith	9-30-21	25 00	39	.....	75	25 00
33	Hazel Riley	7- 1-22	30 00	1 32	.....	30	30 00
34	Ruth Ev'l'n Cackett	9-30-20	25 00	39	.....	58	25 00
35	Hazel Riley	7- 1-21	20 00	80	.....	20	20 00
36	Myra Smith	1- 1-21	50 00	50	.....	1 40	50 00
37	Mabel Kohler ..	1- 1-22	75 00	3 13	.....	.....	75 00
38	Ruth Ev'l'n Cackett	1- 1-21	75 00	1 14	.....	2 25	.....
39	Hazel Riley	1- 1-22	100 00	3 84	.....	.....	100 00
40	Vera Sturm	1- 1-22	50 00	1 25	.....	.....	50 00
42	Ethel Darst	1- 1-22	75 00	1 89	.....	.....	75 00
43	Hazel Riley	12-30-20	10 00	32	.....	10	10 00
45	Gretchen Marsh..	9- 1-22	45 00	46	.....	23	45 00
46	Helen Haller	7- 1-22	50 00	50	.....	.....	50 00
47	Anna Streamas...	1- 1-24	100 00	50	.....	.....	100 00
48	Vera Sturm	7- 1-23	40 00	20	.....	.....	40 00
49	Mary Frances						100 00
	Marfield	9-30-21	100 00	50	.....	.....	50 00
50	Helen M. Haller ..	7- 1-23	50 00	50	.....	.....	50 00
51	Ethel Darst	6-30-23	40 00	20	.....	.....	40 00
52	Mary Frances						25 00
	Marfield	9-30-21	25 00	25	.....	.....	50 00
53	Dorothy Betz	9-30-21	50 00	25	.....	.....	50 00
54	Mary A. Young ..	1- 1-22	50 00	25	.....	.....	50 00
Total			\$2,720 00	\$ 77 04	\$ 974 75	\$15 96	\$1,745 25

Fifty-four loans have been made to 27 different students.

1911 This fund was established in 1911 by the Class of
Loan Fund 1911. It is made up of the balance in the treasury of the class at their graduation, \$103.08 and of contributions made since. It is loaned to students at 2% while in college and 5% after leaving college.

Cash balance, April 1, 1920.. \$ 29 47
 Receipts to March 31, 1921—

Loans paid \$ 284 00

APPENDIX—LOAN FUNDS

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Interest on loans.....	\$	22 56	
Contributions by members of Class of 1911....		73 50	\$ 380 06

\$ 409 53

Loans to students		420 00	
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Overdraft March 31, 1921	\$	10 47	
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CUMULATIVE STATEMENT

Contributions by members of Class of 1911	\$	416 38	
Interest received on loans		59 65	
Interest due on outstanding loans		58	

Present value of fund	\$	476 61	
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Loans made to students.....	\$	1,170 00	
Loans paid by students		683 50	

Interest due.....	\$	486 50	
		58	

\$ 487 08

Less Overdraft.....		10 47	
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Total.....			\$ 476 61
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CLASS OF 1911 LOAN FUND

No.	Loaned to	Date due	Amt. of Loan	Interest Paid	Principal Paid	Int. Due	Loans Out-standing
1-6,	10, 12, 14, 15, Paid prior to	3-31-20	\$ 390 00	\$ 27 19	\$ 390 00	-\$.....	\$..
8	9, 11, 19 Paid 4-1-20	3-31-21	185 00	10 84	185 00		
7	Herbert Ellsworth	6-26-18	40 00	7 45	13 50	33	26 50
13	Chester N. Murphy	2-15-21	60 00	2 70			60 00
16	H. R. Grosvenor...	10- 1-21	50 00	2 54	20 00		30 00
17	Robert Brown.....	1- 1-21	50 00	2 14			50 00
18	Edw. B. Rowan....	1- 1-22	25 00	64			25 00
20	Max M. Bell	9- 1-20	50 00	1 00			50 00
21	Robert Brown.....	1- 1-21	100 00	3 67	75 00		25 00
22	Helen Haller.....	2- 1-22	50 00	75			50 00
23	E. C. Carpenter...	9-30-21	35 00	18			35 00
24	Y. Matsunagi	1- 1-21	50 00			25	50 00
25	Walter McNelly ..	6- 1-22	25 00	25			25 00
26	Paul Angle.....	7-30-21	60 00	30			60 00
Total.....			\$ 1,170 00	\$ 59 65	\$ 683 50	\$ 58	\$ 486 50

Twenty-six loans have been made to 23 different students.

1914
Loan Fund. This fund has been placed temporarily in the hands of the President to loan to students at 5½% interest. The class plans to make some permanent disposition of the money at a later date.

Cash balance April 1, 1920	\$	70 31	
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Receipts to March 31, 1921—

Contributions by Class of 1914.....	\$	115 00	
Interest paid on loans		32 88	
Loans paid		330 00	477 88

Total	\$	548 19	
Loans made to students			540 00

Cash balance March 31, 1920.....	\$	8 19	
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CUMULATIVE STATEMENT

Contributions by Class of 1914	\$	533 33	
Interest received on loans		92 32	
Interest accrued		2 29	

Present value of fund	\$	627 94	
Cash balance March 31, 1920	\$	8 19	
Loans made to students.....	\$	1,226 46	
Loans paid by students.....		609 00	

Loans outstanding	\$	617 46	
Interest accrued on loans		2 29	
	\$	627 94	

CLASS OF 1914 LOAN FUND

No.	Loaned to	Date	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Outstanding
2,5	Paid in full prior to	4-1-20	\$ 100 00	\$ 6 07	\$ 100 00	\$.....	\$.....
1, 7, 9, 11, 15	Paid in full						
	4-1-20						
3	Elaine Kohler.	3-31-21	450 00	41 16	450 00	1 16	41 00
4	H. F. Ellsworth.	6-1-20	100 00	16 65	59 00	50	36 46
6	G. Glen Tener.	7-1-21	36 46	8 35			100 00
8	Rohe Walter.....	7-1-21	100 00	7 50			50 00
10	David D. Parker..	7-1-20	50 00	3 15			40 00
12	Russell Duke	10-1-21	40 00	2 00			25 00
13	Charles Fellows ..	9-30-21	25 00	1 65			35 00
16	Ethel G. Darst..	10-1-20	35 00	88			25 00
17	Vera Strum	1-1-22	25 00	1 14			50 00
18	John W. Davis	9-1-22	50 00	2 25			75 00
19	Russell Evans	10-1-22	75 00	76			25 00
20	Y. Matsunagi	9-30-21	25 00	25		63	50 00
21	E. C. Carpenter...	3-1-21	50 00				25 00
22	E. C. Carpenter...	9-30-21	25 00	31			40 00
		1-1-22	40 00	20			
Total.....			\$ 1,226 46	\$ 92 32	\$ 609 00	\$ 2 29	\$ 617 46

Twenty-two loans have been made to 20 different students.

**Newman
Scholarship**

Mr. Harry Newman, ex-'07, gave \$100 to the
University for aiding worthy boys who need aid.

Cash balance April 1, 1920	\$	59 96	
Receipts to March 31, 1921, interest on loans			50

Total	\$	60 46	
Loans made to students			50 00

Cash balance March 31, 1921	\$	10 46	
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CUMULATIVE STATEMENT

Gift by Mr. Harry Newman	\$	100 00
Interest paid on loans		10 46
Interest accrued		1 85
Present value of fund	\$	112 31
Cash balance March 31, 1921	\$	10 46
Loans made to students.....	\$	150 00
Loans paid by students		50 00
	\$	100 00
Interest due		1 85
Total	\$	112 31

NEWMAN SCHOLARSHIP

No.	Loaned to	Date due	Amt. of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out-standing
1-2-3	Paid in full prior to						
4	Geo. H. Freeman	4-1-20	\$ 50 00	\$ 1 96	\$ 50 00	\$	\$
5	Raymond A. Herman	6-1-17	50 00	9 50	.....	1 85	50 00
		7-1-20	50 00	2 00	.....	.....	50 00
Total .....	.....		\$ 150 00	\$ 10 46	\$ 50 00	\$ 1 85	\$ 100 00

Five loans have been made to 3 different students.

Loan An alumnus who requested that his identity not
Fund "W" be made known established in 1919-20 a temporary loan fund to help meet the requests of students for loans.

Cash balance April 1, 1920..... \$ 47 54

Receipts to March 31, 1921—

Interest on loan..... \$ 11 68

Loans repaid..... 110 00 121 68

Total..... \$ 169 22.

Disbursements—

Interest paid to donor \$ 7 50

Loans made to students..... 10 00 17 50

Cash balance March 31, 1921..... \$ 151 72

CUMULATIVE STATEMENT

Loan	\$	500 00
Interest paid on loans to Mar. 31, 1921		19 22
Accrued interest on loans		10 17
Total	\$	529 39

Cash balance March 31, 1921	\$	151 72
Loans made.....	\$	470 00
Loans repaid		110 00
		360 00
Accrued interest.....		10 17
Total.....	\$	529 39

STUDENT LOAN FUND "W"

No.	Loaned to	Date	Amt. of Principal	Interest Paid	Principal Paid	Interest Due	Loans Out-standing
5-7-9	Paid in full prior to	4-1-21	\$ 110 00	\$ 3 59	\$ 110 00	.....	.....
1	Myra Smith	1-1-22	75 00	2 26	.....	\$ 3 29	\$ 75 00
2	Gretchen Marsh	6-30-22	50 00	3 75	.....	.....	50 00
3	Ruth E. Cackett	7-1-21	50 00	2 25	.....	1 50	50 00
4	Kenneth T'omps'n	1-1-21	100 00	3 75	.....	3 00	100 00
6	Myra Smith	1-1-21	50 00	1 50	.....	1 75	50 00
8	Hazel Riley	6-30-22	35 00	2 12	.....	53	35 00
Total .....	.....	.....	\$ 470 00	\$ 19 22	\$ 110 00	\$ 10 17	\$ 360 00

Nine loans have been made to 8 different students.

Centennial Loan Fund

The program of the Centennial Campaign includes an addition to the University Loan Funds. Prior to April 1, 1921 the Campaign Committee had authorized the transfer of \$500 to an account, "The Centennial Loan Fund", with the understanding that both principal and interest should be available for loans to students.

Appropriation (M. U. Centennial Bldg. Fund)	\$ 500 00
Interest paid on loans.....	1 38
Total	501 38
Loans made to students.....	250 00
Cash balance March 31, 1921.....	251 38

CENTENNIAL LOAN FUND

No.	Loaned to	Date	Amt. of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out-standing
1	Wm. G. Holladay	1-1-22	\$ 50 00	\$ 25	.....	.....	\$ 50 00
2	John W. Hey	1-1-22	25 00	25	.....	.....	25 00
3	Mary F. Marfield	1-30-21	100 00	50	.....	.....	100 00
4	Russel W. Evans	1-1-22	75 00	38	75 00
Total	\$ 250 00	\$ 1 38	\$ 250 00

Four loans have been made to 4 different students.

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June, 1922

Annual Reports of the President,
the Deans, and Other Officers
of Miami University

1921-1922



OXFORD, OHIO

Annual Reports of the President, the
Deans, and Other Officers of Miami
University, for 1921-1922

Presented to the Board of Trustees at
the Annual Meeting, June 9, 1922

Oxford, Ohio
Published by the University
June, 1922

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The Report of the President

I. Students

ATTENDANCE

College Year The enrollment for the college year, September, 1921, to June, 1922, omitting the students who entered for the first term of the summer session May 8, was 1245.* This is an increase of 183, or 17.2%, over last year.

The change in the distribution of students in the college is shown as follows:

Liberal Arts College.....	581 to 619, a gain of 38, or 6.6%
B. S. in Education	217 to 246, a gain of 29, or 13.3%
Teachers College.....	264 to 380, a gain of 116, or 43.9%

A further analysis shows that the distribution of men and women has changed as follows:

	Men			Women		
	1920-21	1921-22	Gain	1920-21	1921-22	Gain
Liberal Arts College.....	428	446	18	153	173	20
B. S. in Education	34	46	12	183	200	17
Teachers College.....	11	36	25	253	344	91
Total.....	473	528	55	589	717	128

Summer Terms The enrollment for the six-weeks terms of the summer session was as follows:

	Spring Term	1st 6 weeks	2nd 6 weeks	Total
1917 .....	....	551	158	709
1918	114	576	229	919
1919	140	532	186	858
1920	195	734	253	1,182
1921	154	763	272	1,189†

Extension Teaching The enrollment in extension work for the past five years has been as follows:

	CLASSES		STUDENTS		Average Enrollment
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	
1917-18.....	20	19	459	395	427
1918-19.....	16	16	346	288	317
1919-20.....	18	19	473	402	437
1920-21.....	18	20	432	507	469
1921-22.....	24	9	576	354	465

*Not counting 27 students who withdrew within two weeks.

†Duplicated names, 335, net total, 854.

McGuffey Schools The enrollment in the William McGuffey Schools for the past five years shows a good growth:

	Kindergarten and Grades I-VIII	High School	Total
1917-18	222	83	305
1918-19	214	118	332
1919-20	221	125	346
1920-21	295	132	427
1921-22	284**	114	398

Average Attendance For the past seven years we have recorded the actual number of students in attendance each week of the college year, and from this data have calculated the actual average attendance for the college year. The accompanying chart shows the attendance for 1921-22.

The following table shows the comparison of the attendance for the past seven years:

	Enrollment Sept.-June	Withdrawals	Attendance June	Average Weekly At- tendance Sept.-June	Relation of Average At- tendance to Enrollment†
1915-16	793	89	704	727	91.7%
1916-17.....	897	77	815	836	93 %
1917-18.....	836	100	728	770	92 %
1918-19.....	1,027	307	720	806	78.4%
1919-20.....	1,064	164	900	950	89.3%
1920-21	1,093	153	940	977	89.5%
1921-22.....	1,272*	172†	1,100	1,148	90.2%

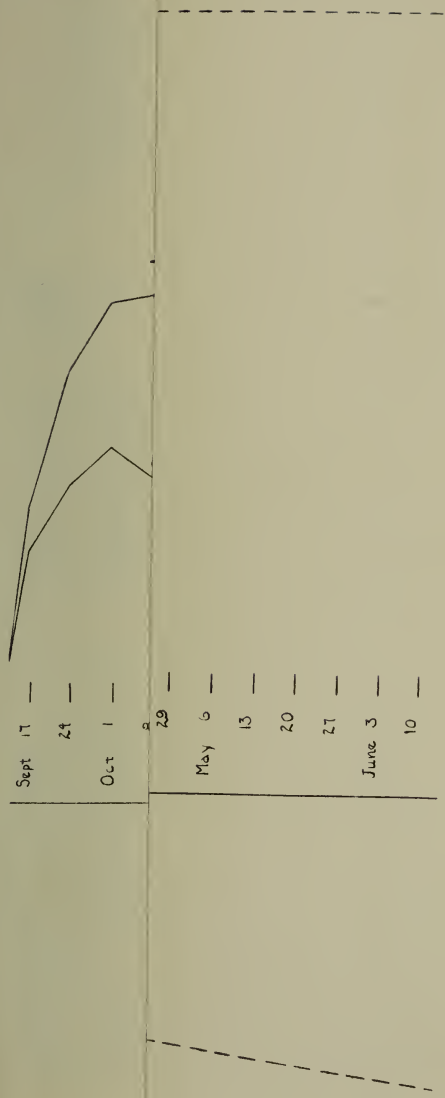
Withdrawals 1921-1922 From the beginning of the college year to March 28, 160 students have withdrawn from college. Of these, 27 withdrew during the first two weeks and were not counted in the total enrollment, listed on page 5; they are included in the following list, however. The reasons for withdrawals for the past three years are stated so far as we could ascertain them:

*Including 27 students who withdrew within two weeks.

†Estimated total withdrawals.

**No Kindergarten, 1921-22.

CHART OF



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CHART OF ENROLLMENT AND ATTENDANCE

1921-22

Total Enrollment

Actual Attendance

Christmas Vacation

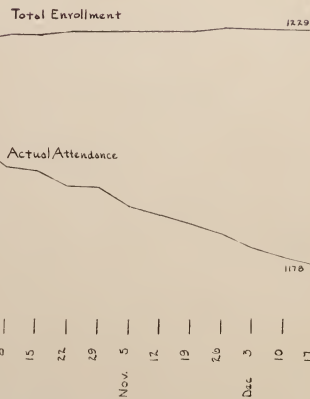
Semester Vacation

Spring Vacation

Average Attendance

Average Attendance

Actual Attendance



29
31

Jan. 7
14
21

28

Feb. 4
11
18
25

Mar. 4
11
18
25

Apr. 1
8

15

22

29

May 5

12

20

27

June 3

10

1124

1112

1300
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	1919-20	1920-21	1921-22
Low scholarship	50	45	61
Reason unknown.....	14	6	12
Poor health	21	30	26
To enter another college.....	17	10	14
Dissatisfied	15	14	18
Completed course first semester.....	10	9	1
Needed at home	9	13	10
To enter business.....	9	7	6
Finances	5	5	6
To teach	2	0	3
To be married	1	6	3
To travel.....	1	0	0
Death	1	0	0
	155	145	160

HEALTH

Report of Medical Director The report of the Medical Director shows that all of the students were given a physical examination this year, and many of them were given a second examination. A report to the President on March 10 showed the physical rating of the students. Students without physical defects and in good health are rated A; students who are not in the best of health or who have some remediable physical defect, e. g. bad tonsils, bad teeth, underweight, etc., are rated B; students with permanent physical defects that cannot be corrected are rated C.

	Men	Per cent	Women	Per cent
A ..	415	78.5	507	70.7
B ..	108	20.5	204	28.4
C ..	5	1.0	6	.9

Since the original classification was made in the fall, 12 men and 17 women originally rated B have improved in condition sufficiently to gain a classification of A.

A very much larger improvement could be shown if there were even approximately enough gymnasium space for corrective and special work. The need of two new gymnasiums, one for men and one for women is very pressing.

Influenza There have been cases of influenza in the hospital all year. The number of cases increased after the Christmas holidays and from about the first of February until the fifteenth of March the number of cases were so many that it was

necessary to employ three additional nurses and expand the hospital to the entire second floor of Bishop Hall. At the maximum there were thirty patients sick in bed in the hospital.

Aside from influenza there has been little contagious disease on the campus this year up to March 20.

Clinic The increased clinic and the extreme difficulty of operating a hospital in the middle floor of a dormitory has led me to the decision that we must begin the erection of the hospital not later than October first of this year.

Hospital Staff We have been very fortunate in having excellent nurses on the staff this year—Miss Jessie Myers, R. N., and Miss Kathryn Batey, R. N. They have rendered most efficient and intelligent service and have done much to make our hospital service effective.

SCHOLARSHIP

Comparison of Averages In the four-year courses the averages for the first semesters for the past five years have been as follows: (A=130; B=115; C=100; D=80): 99.02, 88.3, 100.2, 100.21, 98.6. For the second semesters, including the last semester of 1920-21 as the final figure, the averages are as follows: 105.03, 106.03, 104.4, 103.2, 102.91.

While the above figures would indicate that we have a lower average scholarship than usual, we feel that we have some very fine material in this year's freshman class and that the number of able students is quite up to our average.

In the Teachers College we believe that there is unusually good material in the present classes. In the very large entering class there was a larger number of weak students than usual, but the general average seems to be better than usual.

Scholarship Trophy The men's fraternity scholarship trophy was won by Delta Theta Chi for the second semester of 1920-21, with an average of 113.20 for fourteen men, and also for the first semester of 1921-22, with an average of 105.4 for eighteen men.

Of the eleven fraternities, six are represented by one member in the Phi Beta Kappa Society and Sigma Chi by two. Of the seven four-year sororities, five had one member each elected to the society. Two non-fraternity men and two non-sorority girls were elected.

Phi Beta Kappa At the annual election in March, the following students were elected to Phi Beta Kappa:

Juniors: Vera Bevington, New Paris; Edward Curl, Columbus; Albert Grooms, West Union; Clarence Kuhlman, St. Marys; Robert Muller, Cincinnati; Albert Sloan, Loveland; Mary Stokes, Dayton.

Seniors: Paul Angle, Mansfield; Bertha Baker, Oxford; Ruth Baldwin, Oxford; Glen Hansbarger, Ansonia; Mark Schultz, Oxford; Delbert Swartz, Homer, Ind.; Russell Young, Dayton.

Seniors elected last year as Juniors: Sophie Nickel, Connersville, Ind.; Mary Lee Page, Bethel; Grace Sproull, West Union.

Recognition of Superior Students There is a movement all over the country this year favoring some more special attention to the most excellent students than has been customary heretofore. This feeling is present at Miami and a special committee is now at work on the problem. The students of inferior ability and those who are indifferent to their work have generally received more attention than the other students. No special effort has been made to develop all the ability in the ablest men and women. It appears to me that the logical development will result ultimately in separating the work of the Arts colleges into honor and pass courses, somewhat similar to these courses in the English, Scotch, and Canadian universities. The ablest scholars will enroll in the Honor Courses, and, at least in their major subjects, their work will be largely independent and not confined to the class; the student will be pressed forward to advance his knowledge as rapidly as possible.

In the pass courses less ambitious students will continue to receive instruction much as at present. Among the 600 students enrolled in the Arts course there are probably between 25 and

100 very able men and women who at present are not sufficiently challenged by the regular work of the college to stimulate them to their best work.

We are not yet ready to make a recommendation on this matter but hope to develop a plan that will improve this phase of our work.

Honor Students in Catalog The students of high academic standing in the Arts College in the freshman and sophomore classes have their names printed separately in this year's catalog.

The Honor students in the junior and senior years are those students who not only are doing superior work but also have elected to do special advanced work in one department.

Freshmen of High Scholarship The following students are ranked highest in the freshman classes at the end of the first semester.

Liberal Arts College: Dorothy Dunn, Oxford; Alberta Ginstie, Dayton; Lucille P. Moreland, College Corner; Lois Yates, Pittsburgh, Pa.; Howard F. Young, St. Marys; Charlotte M. Krampe, Dayton; Thornton Sinclair, Ft. Thomas, Ky.; John Edward Staley, Paulding; Marian Markle, Jonesboro, Ark.; Paul Dietz, Lorain; Fred A. Reed, Ashtabula; Gordon Spillette, New Washington; Mary Gastineau, Sidney; James M. York, Good Hope; Helen Rhodes, Grand Rapids, Mich.

Bachelor of Science in Education: Elizabeth Anvilla Foote, Blanchester; Mary Florabel Huber, Connersville, Ind.; Gilbert McBeth, Lockland; Marietta Donaldson, New Washington; Jessie Conway, Napoleon; Lucille Rebecca Scudder, Oxford; Charlotte Anderson, Cleveland; Helen Marie Holfinger, Covington; Grace Townsend, Celina.

Teachers College: Helen Stepleton, Cridersville; Lowell Penland, Eldorado; Lizzie Ellen Greene, Washington C. H.; Lillie E. Droitcour, Providence, R. I.; Myrtle Rose Erfurth, Portsmouth; Esther Hunt, Salem; Juanita Hamilton, Celina; Maude Murphy, Leesburg; Bess Harb, Van Wert; Olive B. Roof, Dayton; Elizabeth Hanley, Hamilton; Doris Ollene Green, Celina; Mildred Lee Kinsey, Clayton; Florence Nutt, Rockford.

BENEFICIARY AID

The complete reports of the several loan funds appear in the Appendix.

II. Alumni

Number of	Arts College, 1852-1873.....	105
Living	Arts College, 1888-1921.....	1,089
Graduates	B. S. in Education, 1914-1921.....	154
	Teachers College, 1903-1921.....	968
		<hr/> 2,316
	Duplicated names.....	72
		<hr/> 2,244
	Total living graduates.....	2,244
Mailing List	Four News Letters are mailed to the alumni and to about 2,300 former students each year.	
Centennial Building Fund	See page 21.	
Relation to Other Colleges	See Appendix.	
Geographical Distribution	See pages 12, 13.	

III. Gains

STUDENTS

1. **Conferences.** The President has been able to devote a considerable amount of his time to conferences with students during the year.

2. **The cooperation of The Student Senate and of The Miami Student** in supporting the ideals and purposes of the administration has been unusually helpful.

3. **The enrollment in the Teachers College** for the first time since its establishment approaches the capacity, 380.

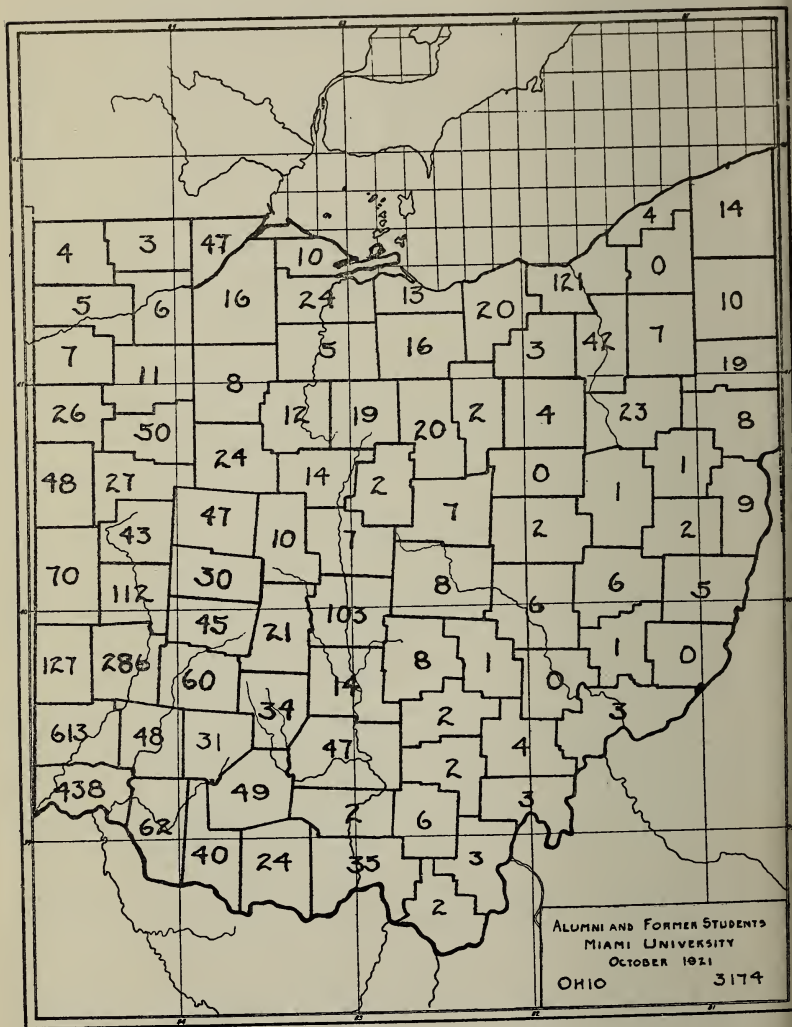
4. **Industrial Education.** There has been a very notable increase in the enrollment in Industrial Education.

UNIVERSITY STAFF

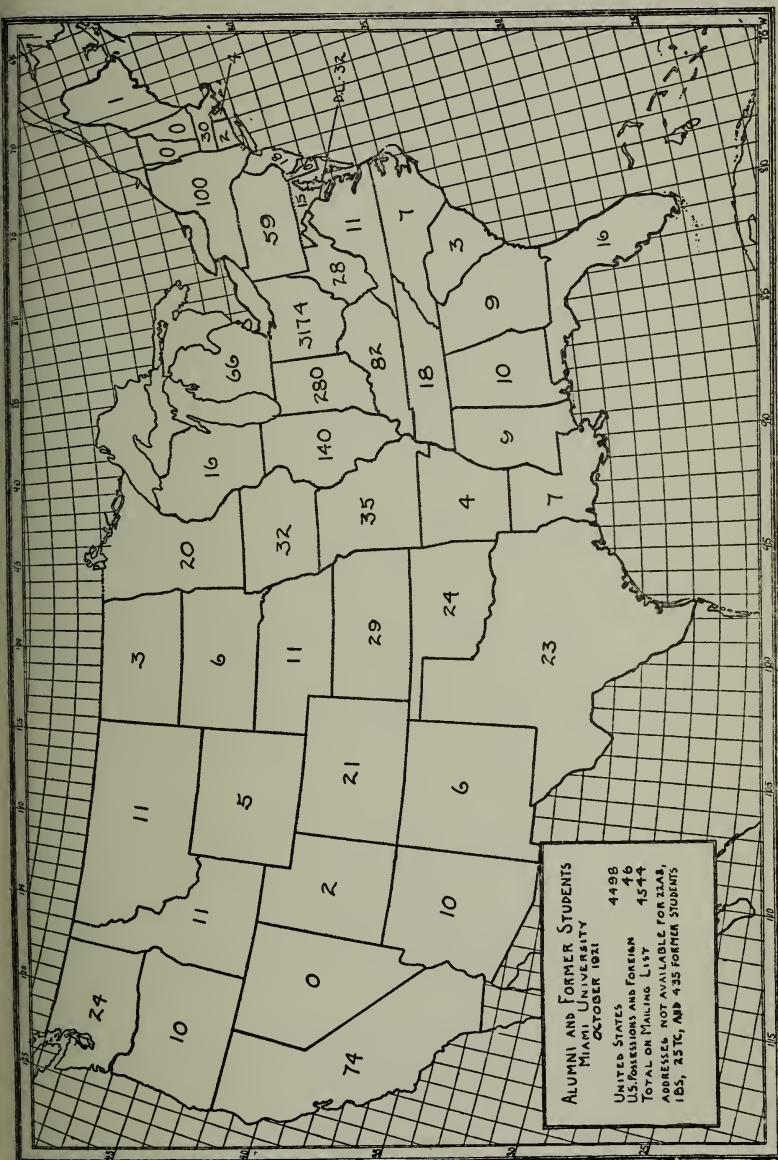
5. **Scripps Foundation.** Mr. E. W. Scripps has agreed to support a research department devoted to the study of population and the economic and social problems related to population.

GEOGRAPHICAL DISTRIBUTION OF ALUMNI

OHIO



UNITED STATES



6. **Bureau of Special Education.** Dr. J. E. W. Wallin, one of the most eminent men in the field of subnormal education, has assumed the direction of the Bureau of Special Education.

7. Miss Mildred Rothhaar, Miami, '19, formerly instructor in the School for the Blind in Cleveland, has been appointed assistant to Dr. Wallin.

8. Miss Florence Watterson, a former student of Miami and recently a teacher in the Toledo Schools, has been appointed critic teacher in special education in Hamilton.

9. Very satisfactory arrangements have been made for the transfer of the Bureau of Special Education to Dayton where it will be operated by Miami in cooperation with the Dayton Schools.

10. **Alumni Secretary.** A full-time man, Mr. Barkley Schroeder, Miami, '21, is devoting his energies to the work of alumni secretary.

11. **Assistant to Secretary of Board.** A full-time assistant, in the person of Walter M. Everhart, Miami, '21, has been added to the staff of the Secretary of the Board.

12. **Boarding department.** Mrs. Sara E. Marshall has been added to the staff of the Director of the Boarding Department as manager of the dining rooms in East Hall.

BUILDINGS AND GROUNDS

13. **The building fund campaign** has resulted in 1,995 subscriptions totaling \$217,223.08 (April 1, 1922).

14. **East Hall**, accommodating 114 girls and with dining rooms for 230 girls, was erected and equipped at a total cost of \$70,000. It was begun August 1, 1921, and occupied December 17, 1921.

15. **Plans for a women's dormitory**, of fireproof construction, to house 145 girls, authorized by the Trustees, are nearing completion and work will start with a view to completing the building prior to September, 1923.

16. **Plans for an addition to the library** are well under way. \$50,000 toward this addition has been voted by the Carnegie Corporation, and it is expected to begin work in the spring of 1923.

17. **Plans for a recitation and lecture hall** for the Arts College are under way, one wing of which should be built next year from the tax levy.

18. **Plans for the hospital** have been prepared and are ready as soon as the building can be financed.

19. **Whaling estate.** A final settlement of all litigation connected with the Whaling estate has been effected, and all of the estate has been distributed covering all specific bequests. There remains to be effected an equal apportionment of the Chicago real estate estimated at about \$28,000 between Miami and the Cincinnati Art Museum.

20. **A brick stack** 150 feet high and $6\frac{1}{2}$ feet in diameter, with a capacity of 1500 horse power, was erected complete with breeching at a cost of \$9,651.19. The present boiler capacity is 700 H. P.

21. **A horizontal boiler**, 150 H. P., was installed complete at a cost of \$5,957.20.

22. **New and South Cottages** were moved to lots purchased on Collins Street and both houses have been put in excellent shape for sale.

23. **A steel and glass floor** for the fourth deck in the stack room of the library has been installed at a cost of \$3,000. The shelving for this floor has been contracted for.

24. **The twelve inch telescope** with lens by Alvan Clark & Sons was purchased from Wesleyan University for \$3,000 specially appropriated for the purpose by the State Emergency Board.

25. **A house with lot** 50x145 feet on Maple Avenue was purchased for \$2,500.

26. **Patterson Avenue** has been paved.

27. **The basement of the Main Building** has been improved by tearing out partition about the old boiler room in the east wing, leveling the floor and throwing the entire basement into one room.

28. **A concrete floor** has been laid in the north side of the gymnasium with a view to the later use of this basement for locker and shower rooms.

29. **A concrete porch** has been erected in the court of West Hall.

30. **Lunch room.** Plans have been perfected and arrangements made to begin work excavating for a lunch room for McGuffey School under the South Pavilion of McGuffey Hall.

31. **Painting.** Fourteen rooms in McGuffey Building have been decorated.

32. **A concrete walk** 12 feet wide has been laid from Campus Avenue in front of the Auditorium to the intersection with the diagonal walk.

IV. Needs and Possible Gains

STUDENTS

1. **Methods of admission** which will reduce materially the number lacking in ability or preparation to carry college work.

2. **System of control of student activities** which will prevent students from undertaking more of this work than can be done without serious interference with their class work.

3. **More effective detection and encouragement of superior ability** in students.

4. **More effective means for improving students' physical condition** while in college.

5. **Closer personal relations** between students and faculty.

FACULTY

6. **A further increase in salary scale.** While the increases reported are gratifying, still further increases should be made as soon as possible. I suggest the following scale:

Professors	\$ 2,500—\$4,000
Associate Professors	1,800— 3,000
Assistant Professors	1,500— 2,500
Critic Teachers.....	1,600— 2,000
Instructors.....	800— 1,500

7. **Publication fund** for publishing scientific, literary, and educational monographs prepared by the faculty.

8. **Fund for scholarly advancement of the faculty** of from \$1,500 to \$2,000 a year, to pay traveling expenses, to assist in research and study.

9. **Building fund for faculty** to loan faculty members on second mortgage to enable them to borrow from Building and Loan Association and build their homes.

10. **Home economics instruction** for Liberal Arts women.

11. **Seventeen additional instructors** in fifteen of the most crowded departments at total additional salaries of \$36,000.

ALUMNI

12. **Alumni Loyalty Fund** more widely and more largely supported. The alumni of Miami should contribute at least \$10,000 a year to the University.

13. **A better and more effective organization of the alumni** that will knit them closer to Miami.

EQUIPMENT

14. **Funds for library books** are badly needed. We have this year \$3,250 in total for books and scientific magazines. At the present price of books this is about equivalent to \$2,000 in 1914. At the lowest estimate we need \$7,500 a year.

15. **Educational equipment** is badly needed. We have this year \$1,900 for educational equipment. This is about enough for two of the eight scientific departments. We need at the lowest estimate \$5,000 a year for this purpose.

BUILDINGS

16. **Additional buildings needed** beyond provision of Fouts Bill:

Hospital	\$ 75,000
Men's Gymnasium	300,000
Women's Gymnasium	250,000
Completion of Recitation Hall	225,000
Addition, south wing, McGuffey	120,000
Addition, Chemistry Building	40,000
Addition, Auditorium	100,000
Men's Dormitories for 500 men	750,000
Men's Building	150,000
Women's Dormitories for 350 women ..	550,000
Women's Building	150,000
Administration Building	100,000
Music Building	100,000
Industrial Arts Building	50,000

The immediate urgent needs are for (1) Hospital; (2) Men's Gymnasium; (3) Women's Gymnasium; (4) Men's Dormitory (Ogden Hall); (5) Library Addition; (6) Recitation Hall; (7) Addition to Practice School Building.

ENDOWMENTS

17. **A loan fund of \$100,000** for both men and women. Such a fund would mean much to many of the best young people in the state.

18. **Lecture Endowments.** One important phase of education is very seriously neglected if an opportunity is not given students to hear lectures, addresses, and sermons by men and women who are active in the world's work.

A University Service is held once each month at which a sermon is preached by a well known clergyman. Our funds are so limited that it is possible to invite only those men who live rather near Oxford. We should have for these services an endowment of... \$ 20,000

Lectures for Women Students are commanding more and more attention thruout the country. It is of extreme importance that the women students should be equipped to go out and meet the special problems that confront them, and we need for such lectures an endowment of..... \$ 10,000

General University Lectures on general subjects—art, music, literature, science, current day topics—would do much to enlarge the view of our students and we should have for this purpose an endowment of \$ 25,000

19. **Endowment for upkeep and beautification of campus.** A stranger visiting a college forms his first impression of the worth of the college according to the general appearance of the campus. A well kept campus also has an educational value for the students of the college. During the past few years we have used the services of landscape gardeners and architects in planning walks and drives and planting shrubbery. Much more of this work should be done, and for it we should have an endowment of \$25,000.

MISCELLANEOUS

20. **Comprehensive plan for developing campus** including all buildings for next 50 years.

21. **Consummation of the Million Dollar Campaign** for Miami.

22. **Development of playing fields** into well-built football and baseball fields and tennis courts.

23. **Completion of the program of walks and drives.**
24. **Continuance of program of planting trees and shrubs.**
25. **Sprinkler system for fire protection** in Chemistry Building and Brice Hall.

V. State Appropriations

The State appropriations for support, for each year of the current biennium, total \$281,222 and fees which amount to about \$50,000. This has been very inadequate for the last two years. We have also had a large increase in enrollment—200, or 20% in the past two years.

To do our work adequately, we need for support for each year of the next biennium a total appropriation of \$344,000 and fees which we estimate will amount to \$55,000 a year. This will provide 16 additional instructors that must be appointed if proper instruction is to be given; and about 10% increase in operating expenses. Omitting the Summer Term and Extension Work, this would mean, including fees and all expenditures, about \$290 annual expenditure per student, which is extremely low.

In addition to this increase, we need an increase in the appropriation for library books and educational equipment. For the library we have \$6,500 for the current biennium and need at least \$15,000 for the next biennium. Books cost at least 80% more than before the war and the need for them is greater.

For educational equipment, \$3,800 is available for the current biennium and at least \$10,000 should be appropriated for the next two years.

Miami cannot do her work without an adequate staff of good men. Salaries should be raised from the present scale of \$3,600 to \$4,500. We are not asking for that at this time. Our proposed increase is the least that will maintain a staff in which we can have confidence. The other increases are as low as we dare suggest and hope to run effectively.

VI. Gifts

1. **The Scripps Foundation.** The most notable event of the year has been the definite development of a plan by Mr. E. W. Scripps to endow ultimately a Bureau of Research in Population and the Social and Economic questions related to growth of population. It is probable that this work will be under way this calendar year.

2. **The Carnegie Corporation** has promised to give Miami \$50,000 toward \$100,000 to be spent in building an addition to the library, on condition that the other \$50,000 be available by January 1, 1923, and that the plans for enlargement be satisfactory to the Corporation.

3. **Subscriptions to the Centennial Building Fund.** At the date of writing this report, \$217,223 has been subscribed to the building fund by 1,995 different donors, about 1,900 of them being Miami people.

In the summer of 1921 business reached such a state of depression that solicitation for funds was temporarily postponed. We are now again pushing the campaign.

When we undertook the campaign the following facts were before us:

a. The enrollment has more than doubled in the past ten years and all indications point to 1,800 or 2,000 students within ten years. See pamphlet, "37,000 Students in Ohio in 1930" and "The Next Ten Years at Miami."

b. We need \$3,800,000 in buildings to provide fittingly for our growing student body. See list under "Needs," page 18.

c. While the state has been and is favorably disposed toward Miami, the taxation system limits available funds. While we expect and must receive large increases in annual maintenance, and while we are expecting to ask the Legislature for \$2,000,000 for buildings and improvements, we still cannot hope to get enough from the state in the next ten years to nearly meet our needs. See table of state appropriations 1885-1921, pages 16-17, President's Report, June, 1920.

d. While the state has built dormitories for women and educational buildings, it has shown little disposition to build hospitals or gymnasiums or to provide for the health or physical development of students.

e. Miami, with very limited facilities, has done notable work in intramural athletics and has had a remarkably large percentage of the student body participating. We have done very creditably in intercollegiate athletics. We have done an unusual piece of work in providing for the care of the health of the students thru our resident physician and nurses. With adequate facilities we can take a position of recognized leadership in all this important work.

f. The health and physical well-being of the youth of southwestern Ohio should not wait ten years or more for adequate care.

g. The alumni and friends of Miami have urged that we push such a campaign.

Objects of Campaign

College Hospital.....	\$ 75,000.00
Men's Gymnasium, a memorial to Miami men who served in the war.....	300,000.00
Women's Gymnasium.....	250,000.00
Development of Playing Grounds.....	75,000.00
Addition to Alumni Library.....	100,000.00
Loan Fund for Students.....	100,000.00
Endowment of Fund for University Preachers.....	20,000.00
Lecture Endowment.....	50,000.00

As the campaign has progressed our faith in its success, as well as our conviction of its necessity, has grown.

We now definitely expect to secure a total of \$250,000.00 from the Miami alumni and former students in relatively small sums. Approximately 2,500 are yet to be seen and from them we count on securing \$100,000 in addition to the \$217,000 already subscribed.

The balance of \$700,000 must be secured from men and women of large means. With over 5,000 Miami men and women actively interested in this campaign and located all over the country, it should not be very difficult to reach our goal. Our success depends wholly on the enthusiasm and energy of Miami alumni.

The urgency of a hospital, a men's gymnasium, a women's gymnasium, and larger loan funds are peculiarly pressing. The state has shown by her appropriations for buildings her interest in and appreciation of our needs. The state will take care of our educational buildings and of our women's dormitories, but we must provide the above-named buildings and loan funds if we are to enjoy them.

4. The Charles Henry Fisk Oratorical Prize. Mr. Otis B. Fisk, Ph. D., of Cincinnati, Ohio, a member of the Board of Trustees 1915-17, presented to Miami University a \$1,000 Liberty Bond as an endowment of the Fisk Oratorical Prize in honor of his father, Charles Henry Fisk, of the Class of 1863. The conditions of the award of the prize are as follows:

The prize shall be awarded annually when enough candidates, in the judgment of the committee mentioned below, enter the contest, and upon merit sufficient in the judgment of said committee or the other judges selected by said committee.

The prize shall be approximately equal to the annual income of the endowment, and shall be awarded in its entirety to one person each year. However, if for any good reason the prize is not awarded in any year, or in case small balances are left over from the annual awards, these accumulations may be used for minor prizes of any kind for the promotion of oratory and public speaking.

The nature, time, place, and other details of the contest, and the character of the prize shall be determined from time to time by a committee consisting of the President of the University, the Dean of the Arts College, and the head of the Public Speaking Department. It may be a money prize, a gold medal, a book or set of books, or it may take such other suitable form as the above committee may determine.

The prize shall be awarded annually to the male student of Miami University who is the winner of the first place in an annual oratorical contest, said winner to be decided upon by said committee or by three other disinterested persons selected as judges for the purpose by said committee.

5. **The Library of Dr. A. D. Hepburn** was presented to Miami by his son, Dr. Charles Hepburn, of the University of Indiana. This library will be prized not only for its actual worth, but also for its association with Dr. Hepburn.

VII. Faculty

With the large increase in enrollment of the last year, the faculty is carrying the heaviest teaching load in its history. We are badly in need of a considerable number of additional instructors if we are to do the type of teaching Miami has always stood for, and keep classes down to a reasonable size.

IMPORTANT OFFICIAL ACTION—LIBERAL ARTS FACULTY

Good Students It was recommended and adopted that the Dean publish the names of those students who during the semester have gained an average of 3.25 credit points an hour.

Dropped Courses If a student for any purpose discontinues a course at the end of six weeks or later, his grade shall be F, provided his standing at the time is less than C; otherwise no grade shall be recorded.

Unexcused Absences The number of unexcused absences necessary to drop a student from a course shall be the same as the number of credit hours of the course.

Graduation Requirement A student to be eligible for graduation must have completed at least 124 credit hours and at least 248 credit points. Credit points shall be counted as follows: A, 4; B, 3; C, 2; D, 1. Students entering with sufficient advance credit to graduate after one year of residence must complete 32 hours with not less than 80 points; after two years, credit hours which give an average of not less than 2.25 points an hour; after three years, an average of not less than 2.1 points an hour. (Revision of rule published in last year's report.)

Student Activities With regard to the present practice at Miami of granting credit for student activities, it was voted (1) that further extension of such credit should not be made; (2) that in the future the faculty should utilize any opportunity presented to reduce the number of activities now receiving such credit; (3) that, in the case of activities now receiving such credit where no adequate supervision exists, departments concerned should be requested to consider seriously the creation of some kind of supervision.

Major and Minor Activities For the purpose of legislation, the following tentative classification of activities was made: *major activities*: football, baseball, basketball, debate, Glee Club, dramatics, president of Y. M. C. A., editor of The Student, editor of The Recensio; *minor activities*: track, tennis, boxing, wrestling, Madrigal Club, Arion Choir, editor of The Miami, Prom Committee, manager of Varsity Social Club, manager of The Miami, manager of the Glee Club, manager of Dramatic Club, business manager of Recensio, business manager of The Student, managers of track, football, basketball, baseball.

It was voted that the following rules govern participation in student activities, it being understood that in no case shall these rules apply to intramural athletics.

a. No student on probation shall be permitted to engage in any major or minor activity.

b. No student shall engage in more than one major and one minor activity at the same time without permission of the faculty. No student shall engage in more than three minor activities without faculty permission.

c. No student who does not pass in three-fourths of his work during the preceding semester shall participate in any major or minor activity.

The following report of the Committee on Curriculum was adopted:

Student Staff Credit 1. That no credit be granted for work by members of the Miami Student staff unless such credit is expressly recommended by the head of the English Department.

Prizes

2. That the practice of dividing prizes be discouraged. In case of close contests the committee suggests that honorable mention be accorded to the second best competitor and that such honorable mention be made publicly at the recognition service in June, but that names should not be printed in the catalog.

Arts-professional Courses

3. That students who take the combined Arts-professional courses must have at least a C average for the 94 hours completed at Miami before receiving the A. B. degree here.

FACULTY CHANGES

See Appendix.

OUTSIDE WORK AND LECTURES

See Appendix.

PUBLICATIONS

See Appendix.

VII. Administrative Officers

Liberal Arts College

On the withdrawal of Dean A. E. Young from Miami, Dean Brandon assumed the duties of Dean for the entire student body of the Arts College, 440 men and 175 women. This increased administrative work, with his teaching, has given Dr. Brandon heavy work, which he has accomplished very satisfactorily. A portion of Dean Young's administrative duties has been carried by the President.

While it has been possible to carry on the work of the offices in the manner outlined, an additional man in the administrative work of the Arts College is needed.

Secretary of Board

Mr. Roudebush received last summer a very attractive invitation to direct the business of another institution. His final decision to remain at Miami was a great satisfaction to every one connected with the University. Under his guidance we have accomplished a great deal in the last ten years, and with his experience and the increasing resources at his command, much more will be done here to strengthen Miami and to render her services more effective.

A full-time assistant, Mr. Walter M. Everhart, of the Class of 1921, has been added to the office of the business manager.

Dean of Women With the growth of the enrollment of women it is impossible for Dean Hamilton to keep in as close touch with the individual as she did formerly or as is desirable. During the past fifteen years the enrollment of women has increased from two hundred to seven hundred. As soon as possible an additional full-time woman should be employed as Dean Hamilton's assistant.

Library The weakest place in the administration is in the library. Professor Brandenburg has been away on leave for two years and now advises us that he does not desire to return. In December, the acting librarian, Miss Unglesby, and the cataloguer, Miss Nelson, resigned, leaving the library without any trained person on the staff. This has unavoidably crippled the work but on the whole the work has gone on much better than could have been expected.

During the year, Mr. A. W. Craver, associate professor of English, has been acting librarian in charge of the purchasing. On the resignation of Miss Unglesby, Mrs. George W. Hoke, Miss Nellie Finch, and Mrs. A. J. Carson were employed to assist in the library. They have discharged their duties in a very satisfactory manner.

We hope to have a permanent librarian engaged to enter on his duties July first.

Alumni Secretary Mr. Barkley Schroeder, '21, was employed this year as alumni secretary, with the plan that he should also devote part of his time to recruiting new students among the men and see that the college news goes to the papers. He has done the work assigned him well.

Boarding Department Miss Mary Schlenck, Miami, 1910, was appointed a year ago as manager of the boarding department. She has directed this work intelligently and energetically and this department has given good satisfaction during the year.

Mrs. Mary Deem, Miss Catherine Prudent, and Mrs. Sara E. Marshall, who were appointed assistant managers, have discharged their duties in a very satisfactory manner.

IX. Trustees

CHANGES IN THE BOARD

Two members of the Board of Trustees were retired in November thru the expiration of their terms of office.

Mr. Charles L. Swain, of Cincinnati, appointed in 1915, has been a very active and valuable member since his appointment. His extensive experience in the Legislature made him an unusually effective adviser on all legislature matters. He gave of his time most generously and rendered Miami much service.

Mr. Dwight Hinckley, of Cincinnati, appointed in 1920, showed a most active interest in Miami during the short time of his service as a trustee.

Dr. Frank R. Henry, of Dayton, Ohio, was appointed to the term expiring in 1930. Dr. Henry was a student at Ohio State University and a graduate of Starling Medical College of Columbus in the class of 1893. For some years Dr. Henry has devoted his entire time to the Dayton Grinding Wheel Company of which he is president.

Mr. Robert Paine Scripps, of West Chester, was appointed to the term expiring in 1923. Mr. Scripps is Editor-in-Chief of the Scripps Newspapers.

Mr. C. Vivian Anderson, of Cincinnati, was appointed to the term expiring in 1926. Mr. Anderson is a graduate of Miami in 1913, and is Special Agent for the Provident Life and Trust Company.

MEMBERS AND COMMITTEES OF THE BOARD

See Appendix.

ACTION

1. **New Women's Dormitory.** The building committee was authorized to employ an architect and to have prepared plans

for a fireproof dormitory to accommodate 120 girls, to be erected south of Spring Street on the lots occupied by New and South Cottages, these cottages to be moved to lots purchased on East Collins Street; the dormitory to be erected from funds made available by the Fouts Bill.

2. **The Wells estate.** The establishment of a loan fund from the Wells estate by setting aside as an endowment the \$6,000 Nashville Terminal Bonds involving an income of \$300 a year, and the purchase of real estate on the south side of the campus, were authorized.

3. **Recitation building.** It was recommended that the balance of the fund made available by the Fouts Bill be used for a part of a recitation building to be located east of the library, the complete building to cost about \$300,000.

4. **Campaign Funds.** The treasurer was instructed to invest campaign funds in U. S. Government Bonds or U. S. Certificates of Indebtedness.

5. **Purchase of Patterson lots.** About $11\frac{1}{4}$ acres of land on Maple Street were authorized to be purchased from Miss Alice Patterson and Mrs. Virginia Patterson Bishop.

6. **Bureau of Special Education.** The establishment and organization of the Bureau of Special Education was authorized. Later the Executive Committee authorized the removal of this Bureau to Dayton June 15, 1922.

7. **Telescope.** The President was authorized to appeal to the Emergency Board for \$3,000 with which to purchase a second-hand 12-inch telescope in good condition from Wesleyan University, where this instrument had recently been replaced by a 20-inch telescope. The Emergency Board later appropriated the money and the purchase was made.

8. **New deck, library stack room.** The Secretary and President were authorized to install a metal and glass floor for the fourth deck of shelving with the funds appropriated by the State for that purpose, and to install shelving on this deck to be paid for from the funds from the tax levy.

9. **East Hall.** The erection of a second frame stucco dormitory similar to the one erected in 1919, but containing kitchen and two dining rooms for East and West Halls, was authorized.

10. **Library addition.** The Board accepted the offer of \$50,000 from the Carnegie Corporation for an addition to the library to be erected at a total cost of not less than \$100,000, the plan to be approved by the Foundation.

11. **Brick stack.** The Secretary and President were authorized to contract for the erection of a brick stack for the power house, and to contract for the purchase and erection of a 150 H. P. boiler.

12. **Committee on Fellowships and Sociological Research.** A new committee, by the foregoing designation, was authorized.

X. Conclusion

There are five outstanding features in the year just closing: the development of the plan by Mr. Scripps to endow a research bureau at Miami; the growth of interest in developing the superior student; the phenomenal growth in enrollment of the Teachers College; the erection and occupation of our fourth women's dormitory; the conditional pledge of the Carnegie Corporation of \$50,000 toward the erection of an addition to the library.

The year has been marked by a broader view of the future of Miami on the part of the trustees and officers, and a clearer plan is gradually taking form to provide for her future needs. It is imperative that we face squarely and intelligently the problem of providing for the steady and continuous growth of the University and the problems connected with this growth must occupy much time and thought. We must, however, endeavor in spite of the pressure of the material problems to emphasize more and more the spiritual side of the college life and to retain the close personal acquaintance of faculty and students.

Thruout our colleges and universities, with greatly growing numbers, the individual, the personal, is being crowded out more and more. Miami has an opportunity to lead the way in developing this most important human side of the college, if we have the wisdom to handle it.

As my period of service in Miami lengthens, I am more conscious of my shortcomings in filling my important post, and more appreciative of the very generous support afforded me by the faculty and trustees.

R. M. HUGHES,
President.

The Report

of the

Dean of the College of Liberal Arts

The report is divided into sections as follows:

- I. General
- II. Scholarship
- III. Significant Statements and Recommendations of the Departments.

I. General

The Staff The changes in the personnel of the staff for the present scholastic year were considerable. New heads of departments were appointed in mathematics, English and sociology. The sabbatical leave of the professor of Latin required a substitute in that department, and what amounted to practical headship in the department of history was also changed. In no less than five departments new chiefs entered upon their respective duties in September. Four other new instructors began their work in September, in every case replacing instructors who had either resigned or were on leave of absence. Notwithstanding this change in personnel, the departments have been well conducted and have worked in harmony and sympathy with the other departments of the college as a whole. Thirty-one instructors gave full-time to teaching, one gave half-time, while five administrative officers gave part of their time to teaching, amounting in all to thirty-four full-time instructors. This is one-half of an instructor less than last year, notwithstanding the fact that the enrollment in the College of Liberal Arts increased from 562 to 618 and in the Bachelor of Science department of which the Arts College has furnished three-fourths of the instruction, the enrollment increased from 213 to 245 students. For several years past the college has been handicapped by the lack of instructors. Classes have been

gradually growing too large. This is especially noticeable the past year. On September 29, two weeks after the opening of the term, when all provisional enrollment had been eliminated and classes and sections organized on the best possible basis under the circumstances, there were forty-one classes in which the enrollment was over thirty. This does not include the freshman course in history, which was so over-crowded that the college had to depart from its traditional practice and establish a distinctly lecture course. In this class of 115, lectures were given two hours of the week and the class was divided into four quiz sections, each of which met two other times per week.

In forty different classes and sections the enrollment was from twenty-five to thirty, while the number of classes in which the enrollment was less than ten was but twenty-seven. For a considerable number of these small classes the instructors took upon themselves extra hours in order to accommodate the advanced students who were seeking somewhat specialized work and whose interest in the subject and capacity encouraged the instructors to undertake the additional burden. Several instructors have taught more than sixteen credit hours per week. Of the small courses two were in the department of botany, three in chemistry, two in English, six in French, two in geology, four in German, one in government, one in Greek, two in Latin, one in mathematics, one in physics, one in Spanish, and one in zoology.

Curriculum Few changes have been made in the curriculum during the past year. The most notable perhaps is the new organization of freshman mathematics, three courses varying in length and scope being offered to freshmen, either one of which constitutes the requirement in mathematics. The most advanced course is for those who have had full preparation in mathematics in the secondary schools and are looking forward to studies in which mathematics will be an essential basis. The second course is a three-hour course for students who have had the standard preparation in mathematics in the secondary schools but who are not looking forward to scientific or mathematical studies. The third class is for those who have had but two years preparation in this

subject in the secondary schools. The great diversity in the preparation of students in this subject and the varying number of units presented by high school graduates has compelled this differentiation in the freshman mathematics course.

The same variation not only in the amount but in the quality of the preparation in French in the high schools has led the department to segregate students in French who enter with two or three years preparation from students who have had one year of college instruction in this subject. Even then the freshman sections are a problem, especially so at the beginning of the year on account of the wide difference in the quality of preparation students have received in high schools.

In the department of government, the introductory course this year is confined entirely to Federal and State governments. The study of Municipal Government, which up to this year has been a part of the introductory course, is now erected into a separate semester course.

Last year the Dean in his annual report pointed out the advantages of a general introductory course for all freshmen on the model of the one given in Columbia College under the title, "History of Modern Civilization." After a survey of conditions it did not seem possible to introduce such a study at Miami and, however advisable it might be, it does not seem probable that such can be done in the near future. It is proposed however next year to make History 100, Introduction to the Study of History, a more modern study. Medieval History will not form a part of the course as heretofore and this curtailment will give opportunity to extend the study of history in this class to the present day, with a survey of the problems of present day civilization. This, however, will not reach all freshmen since not more than a sixth of the freshman class take the introductory course in history, or at least not in their freshman year.

Organization In general the plan of organization in vogue the last year has been continued. The Faculty legislates and passes upon all policies. The routine of administration, how-

ever, is carried on by the Dean and six professors, who constitute the Executive Committee and meet each week. These seven men are advisers to students, each having about one hundred students under his particular charge. This year for the first time the passing upon excuses for absences from class room and laboratory work is done by each adviser for his own students. Notwithstanding the difficulties of seven men agreeing upon and maintaining the same policy, the plan has worked with at least reasonable success. This increase in the adviser's responsibility and his necessarily more frequent interviews with the students have enabled him to become better acquainted with the group and he has been the better able to estimate their ability, pass upon their character, and advise them in choice of elections.

**Semester
versus
Term Plan**

It is evident to any one connected with the administration of a college that the division of the scholastic year into semesters presents many disadvantages. It is a system imported from Europe where it fits perfectly with the vacations of the college year, the Christmas vacation being a very short one and the spring or Easter vacation being an extended one. Likewise in Europe the college year begins later in the fall.

In practice in Miami the break in semesters comes at an awkward time. Students have but just recently returned from the long Christmas vacation. They scarcely get started in their class work in January until class work is stopped and ten days is taken out for examination. There are but few examinations after Wednesday of the last week of the semester and many students take advantage of these days to make another vacation trip to their home. It is my feeling that little is accomplished in the college during the entire month of January except the examinations of the first semester.

Since there is no stated vacation between the first and second semesters, the work in the Registrar's office becomes very congested. It is necessary to tabulate the grades of the first semester at the same time that registration is being carried on for

the second. And push the work as hard as can be done, it is not possible to get definite reports of delinquent students and have administrative action upon them until they have registered for the second semester and begun their work.

From the administrative point of view the college year could much better be divided into terms, the first term ending with the Christmas vacation, the second term ending with the spring vacation, which should occur the last week of March. With such an arrangement the Registrar's office would have ample time to tabulate reports on students, prepare their averages, etc., before the work of the new term began. Likewise delinquent students could be notified by mail of their delinquency and those who are denied re-enrollment would thus be prevented from beginning the work of the following term.

If the college worked on the term plan, final examinations for a term should be but two hours in length and no more time would be taken in examinations than is taken at the present time. The six weeks report would fall therefore in the middle of the term. No change would be necessary in that policy. Likewise no change need be made in our present courses. Four-fifths of all the courses given in the college are year courses; whether they are divided for examination purposes into two or three periods is therefore immaterial. The few courses which are not year courses could be easily adapted to the new order. Two important social events which the students stage during the college year could be so arranged that they be given at a time when they would not interfere with studies, the Sophomore Hop at the end of the fall term, the evening after examinations for that term are completed, and the Junior Prom could be at the end of the winter term. Students who do not care to take part in these events would be free to leave before they take place.

The term system has these decided advantages from the administrative point of view. It presents no serious difficulty from the point of view of division of the courses of study, is adapted to the American plan of vacation, would obviate the serious interrup-

tion to classes in January and would eliminate the undesirable extra vacation of several days between semesters.

Freshman Studies The studies of the freshman year have always been a problem for the faculty and it is doubtful if the best solution of this problem has yet been made. In fact it is an ever-changing one, since the curricula of the high school is in a constant flux. Studies of the freshman year should be judged by the following criterion: (1) If a continuation of high school study, do they correlate with the high school curricula? (2) Are they adapted to the age and mental development of the student? (3) Are they inspirational enough to enlist the active sympathy of the student? (4) Do they tend to broaden the student's outlook?

The universal link between the high school course and that of the college is English. It is the universal testimony of colleges in this region that the variation in preparation in this subject is almost inconceivable. While some students enter college well prepared, others are so woefully ignorant of the correct use of both spoken and written English that they are incapable of profiting by the freshman course in this subject. They are for this very reason handicapped in all their studies. At the end of October after six weeks instruction the English department reported that one-third of the entire freshman class were either below passing or had a bare passing mark. On the basis of the provisional test given freshmen when they entered, four sections were composed entirely of those who were apparently very poor in the subject. Not more than one-half of these students passed the course at the end of the semester and even then it was not real freshman English that they passed in. The course had to be adapted to the needs of the group and was a type of English distinctly below college grade. These conditions give rise to several questions: (1) Shall freshmen who show unusually good preparation in English be relieved from the freshman English requirement and be assigned to a sophomore class in this subject? (2) Shall students who are very poorly prepared in English be given any credit whatsoever for the work they do in the sections set apart for this class? (3) Can anything be done to correlate better the high school and college classes in the subject?

One reason why students of average or even better ability make a comparatively poor showing in freshman English is because in many high schools the work studied in composition is done entirely in the first and second years, while the third and fourth are devoted entirely to the study of literature. Students enter college therefore with their serious study of composition far in the background. It will be impossible to change the practice of the high schools. The question therefore arises whether a modification of freshman English can be made, which will articulate better with the high school study.

In the mathematics—ancient language option of the freshman year, by far the great majority of the class chose mathematics. Here again there is difficulty in articulating with the preparatory course. A decade ago all high schools required for graduation a year and a half of algebra and at least a year's study in geometry. The freshman course in college was standardized to articulate with this requirement. Then came a reduction by the high schools from a year and a half of algebra to but one year and not more than one year in geometry. Again the college met this situation by parallel freshman courses, the one for those who made the full mathematics requirement and the other for those who had only the lesser amount. Such is the arrangement at Miami today. However students are often found whose ability or preparation is so poor that although they present for entrance the year and a half of algebra they are scarcely able to hold their place in the class formed for those students who have had but one year in the high school.

The recent regulation making all mathematical study in the high school optional will result in bringing to college numbers of students who can make our freshman requirement only in the ancient language. For many of these students the only means of meeting the freshman requirement will be in the study of Greek unless the college provides in Latin what she did several years ago in Greek: namely, establishes and maintains a beginners course, and if this is done the study of the Greek language will probably disappear entirely from our curriculum for with an

option in both beginning Latin and beginning Greek most freshmen will elect Latin. Another alternative would be to put in the college curriculum a beginning course in algebra.

Foreign language whether ancient or modern as a requirement for graduation from college has been reduced periodically during the last half century. Only three years ago Miami modified its requirement in this respect in a way which really amounted to a reduction in amount. It is a question whether a further reduction or even an abolition of the entire requirement could not better be made. The reasons for these studies may be classified as follows: (1) general culture; (2) a background for liberal studies; (3) a valuable aid in the study of the mother tongue and the literature of the mother tongue; (4) their utility in research; (5) their necessity in graduate study. For all those who expect to be scholars in the real sense of that term the study of foreign language will remain a "sine qua non". However their necessity in the ordinary professional studies is not nearly so great as it was a generation or even a decade ago. The facility and promptness with which scientific works are translated the world around, obviates the old time necessity of every professional man knowing two or more of the most important foreign languages. Professional schools, technological and others, have recognized this fact and have reduced or abolished the requirement formerly maintained. It is a question whether the College of Liberal Arts should maintain for all students a uniform requirement in these studies. Only a very small per cent of our students aim for or are capable of graduate study. These with their scholarly ambitions can be trusted to equip themselves with the necessary tools. For the great mass who find their ultimate place in other lines of the world's work, the time spent on foreign language might perhaps be better spent in more extensive and intensive study of the mother tongue and its literature, and in the social and governmental sciences.

The Faculty could well consider a classification of the college curriculum and make a new set of requirements which would permit the student to specialize to a reasonable extent in the line

of his greatest preference and at the same time require enough studies in different fields to insure a well balanced education.

**Enrollment and
Shrinkage of
Classes in
Freshman and
Sophomore
Years**

The following table indicates the shrinkage of classes in the first two years of residence. While the percentage of shrinkage during the freshman year does not vary to any remarkable extent except for the year of the War, it is a subject of regret to note that a considerable number of those who enroll in September do not complete even the first year of college. Altho poor preparation in some instances accounts for the necessity of withdrawal, and native capacity, or rather the lack of it, prevents a few others from succeeding in college work, the reason for failures in most instances is neither one of these causes. It is to be found rather in the mistaken idea with which many freshmen enter college. They have heard of the social side of college life, the athletic side, the extra-curricula activities and they allow these things to occupy their attention during the first weeks of the term. Before they are disillusioned they have got so far behind in their classes that it is impossible for them to retrieve their positions. The opinion of the Faculty in recent years and more especially in the past year is that it is useless to retain in college such students. They become at once a drag in their sections and they have a demoralizing influence in all their classes. It is not only a necessity for the college but a kindness to these students to drop them out as soon as the facts become sufficiently known. If they have really awakened to the real business of college life they will return to college another year and put forth the proper amount of effort from the beginning, without which success is impossible. While certain freshmen drop out on account of unavoidable causes, three-fourths of the shrinkage during the freshman year is traceable directly or indirectly to poor scholarship. The shrinkage in the class between the freshman and sophomore year is very considerable as shown by the table and is greater than it should be. One bad effect that it has upon college life is the very large proportion of under-classmen. The college must rely upon its upper-classmen for leadership and direction in

the student body. If they are too few in proportion to the underclassmen, the effect is bad both in general student morale and in scholarship. Judging from the table, however, it is not probable that this shrinkage will become less.

Year	Total Freshman Enrollment	Attendance Close of Freshman Year	Percentage Shrinkage at Close of Freshman Year	Enrollment Beginning of Sophomore Year	Percentage Shrinkage at Beginning of Sophomore Year
1907-08	99	79	21	70	30
1908-09	128	112	13	78	39
1909-10	135	107	21	93	31
1910-11	139	117	16	85	39
1911-12	105	94	11	81	23
1912-13	142	118	17	84	41
1913-14	159	136	14	101	36
1914-15	144	121	16	111	23
1915-16	176	151	14	155	12
1916-17	173	146	16	96	45
1917-18	162	102	37	104	36
1918-19	402	211	48	209	48
1919-20	239	205	14	146	39
1920-21	266	224	16	160	40
1921-22	266	222	16.5	...	..

II. Scholarship

Faculty

At Miami the Faculty is primarily a teaching staff. The large number of hours in class room and laboratory, which in some cases is in excess of sixteen, large classes, necessary work in the correction of papers and in conference with individual students (a feature which is stressed in our administration), all this leaves little time or strength to the members of the staff for their own independent study and production. However I am pleased to report that a considerable number of the staff maintain their interest in this work and have made some worthy contributions. A few years ago a local committee was formed to encourage study and research on the part of the Faculty and to suggest to the administration methods and means of aid to those members of the staff who start studies for which they have not the

means of prosecution. This committee has served a good purpose. Its mere existence, to say nothing of the practical means it has used to foster scholarship, has served as a spur to investigation, scholarship, and scholarly production.

General Student scholarship is necessarily of two kinds.
Student In a college it is to be expected that a relatively
Scholarship small number will be imbued with a love of pure scholarship and the ambition to make names for themselves in the world of learning. We have a fair number of such students. They are a joy and satisfaction to every instructor who has to deal with them. They may not always make the very highest average in all their classes altho their names are certain to be in the upper group. It is for this class of students especially that the distinction of graduation with honors in a department has been instituted. I am glad to report that the number of such students is constantly increasing, and a spirit is being developed in the student body which urges students of this type to enroll themselves for graduation with honors and to take an interest in their work from the point of view of pure scholarship.

It is the consensus of opinion of the Faculty that students who entered in September, 1921, showed better preparation for and a keener appreciation of college work than entrants for several years past. This is undoubtedly because of the lessened disastrous influence of the War upon the scholarly morale of the high schools and the better teaching in the secondary schools since their staffs have become more normal. Notwithstanding these facts a considerable number of freshmen were dropped from college at different periods during the first semester and at the close of the first semester on account of poor scholarship. However, it was evident all the time that conditions were better than last year and the years immediately preceding, and in almost every case students who entered the second semester, even those on probation, were able to meet the standards of scholarship set for them.

A larger number of sophomores were dropped for poor scholarship during the first semester than usual and it is the opinion

of instructors that this class has shown on an average thru-out the two years the lowest scholarly morale of any class of recent years. Notwithstanding the better conditions which the improved scholarship of the freshman class indicates, it will undoubtedly be the greatest problem of the college to maintain a good degree of general scholarship and to enthuse those students who are capable with a real love of learning. The heterogeneous clientele which comes to a state institution, the vicious law which requires us to admit all graduates of first grade high schools, and the all too prominent public idea that learning is one of the least important features of a modern college, will continue to make this an ever present problem.

**Honor
Group**

As has been the custom in recent years the names of those students who average a B or better have been published at the end of each report period. On the reports for the twelve weeks of the first semester there were two hundred such students, of whom forty-six were seniors, forty-two juniors, fifty-two sophomores, sixty freshmen. At the end of the semester there were likewise two hundred in the group of whom forty-six were seniors, forty-five juniors, forty sophomores, sixty-four freshmen, and five specials or irregular. In the twelve weeks report irregulars and specials were classed with freshmen.

Approximately one-third of the students in the college made a meritorious standing in their classes. These figures tend to confirm the feeling that in a given student body one-third will be markedly above the average while another third will fall markedly below the average.

**Proportional
Credit**

This condition of affairs raises the question as to whether the credit given to all students who pass in a subject should be the same. Every instructor will admit that there are students who get vastly more, both in content and in training, of a course than do others. In almost every class there are students whom the instructor feels he cannot conscientiously fail and yet who have profited vastly less from the course than have others. The policy of giving more credit to those who stand high and less credit to those who stand low, altho passing, has

often been raised in college circles. Recently added interest has been given to the policy of differentiating the amount of credit in a given course. There is much to be said in its favor. It is an immediate reward, tangible, and one that appeals to the student. High marks are often empty honors. Graduation with honors, or with honors in a department, membership in the honorary scholarship society of Phi Beta Kappa, all these are rewards which come to the scholarly student on or near the end of his college course. For freshman and sophomore they are distant and uncertain rewards. The very high rank demanded by Phi Beta Kappa necessarily limits to a small fraction the number of students who can attain it. If a premium on grades above the average and a discount on grades below the average were given, the advantage of maintaining a good grade of scholarship would be apparent from the first and continue thru-out the college course. It would likewise appeal to parents, who would see with the end of each semester in a tangible way the results of good or poor scholastic work.

Phi Beta Kappa Society The Phi Beta Kappa Society established at Miami in 1910 makes a strong appeal to a small number of very studiously inclined students. According to the by-laws of the society not more than a fifth of the men or a fifth of the women of any one class can be elected, however many are eligible, as far as their scholastic standing is concerned. The standard set by the society is so high that rarely the full quota is elected, altho in recent years the elections from the senior class have almost attained the quota set forth in the by-laws. The standard for election in the junior year is so much higher that very few attain it. The work of this society is excellent in encouraging this relatively small group of students, but it must necessarily appeal to a select few, who have remarkable capabilities or a persevering ambition.

Fraternity, Class and Other Organization Ranking The two following tables showing the scholastic rank of fraternities, sororities, classes and other groups for the past two semesters contain some interesting information. According to the system of grading used, a perfect score is indicated by 130. The ideal

average is 100. The Phi Beta Kappa Society is not represented on the tables; its average would approximate 125. It will be noted that the classes stand in the order of seniority, which is what could be expected. As has been remarked in previous years, these tables show that the sororities average considerably higher in scholarship than the fraternities. Likewise the average of Miami women, sorority and non-sorority, is higher than that of the men. Only two fraternities show an average at all comparable with that of the sororities. Comparing the averages with those of the preceding student generation, it is noticeable that the upper classes average considerably less than formerly. As remarked elsewhere it is the universal opinion of the instructors that the classes which entered in 1918, 1919, and 1920 were inferior either in ability or in preparation or in both to previous classes. This has been universally attributed to the distraction and turmoil of the War and after-War period and the fact that high schools were poorly equipped in teaching staff during this period. This explanation is in part confirmed by the fact that the class which entered in 1921 showed during the first semester a higher average than any class during the period under consideration. Preceding the tables giving the standing of the student organizations will be found a table indicating the scholastic standing of the classes of 1922 to 1925 inclusive for the first semester of each collegiate year. The very low scholastic standing of the class which entered in 1918 in its freshman year is due to the fact that after the disbandment of the S. A. T. C. a considerable number of the men did not return and finish the semester; their grades were therefore F and lowered the general class average to 80. This table also confirms the fact that the class of 1924, (entering in 1920) is poorer than the average. It has maintained this unenviable record in its sophomore year.

AVERAGE SCHOLASTIC STANDING OF RECENT CLASSES

Class	Freshman Year 1st. sem.	Sophomore Year 1st. sem.	Junior Year 1st. Sem.	Senior Year 1st. sem.
1922 (1918).....	80	99	108.4	108.9
1923 (1919).....	94	103.2	105	.....
1924 (1920).....	91.2	95.6	.....	.....
1925 (1921).....	94.9	.....	.....	.....

SECOND SEMESTER 1920-21

Delta Pi (17)	120.50
Seniors	116.52
Delta Theta Chi (14)	116.10
Miami Independent	
Women (42)	111.43
Juniors	109.79
Delta Zeta (24)	108.91
Alpha Omicron Pi (26)	108.82
Miami Women	107.83
Theta Gamma Rho (17)	106.96
Unorganized Women (105)	105.87
Chi Omega (19)	105.35
Sophomores	105.00
Delta Delta Delta (27)	104.63
Delta Tau Delta (25)	103.48
Beta Phi Sigma (15)	103.46
Sigma Chi (30)	102.94
Miami Average	102.91
Sigma Alpha Epsilon (38)	102.37
Delta Kappa Epsilon (30)	101.40
Phi Kappa Tau (28)	99.89
Miami Men	99.14
Phi Delta Theta (29)	98.68
Specials	98.41
Unorganized Men (121)	97.44
Freshmen	95.25
Delta Upsilon (23)	95.02
Alpha Theta Phi (17)	94.71
Beta Theta Pi (28)	90.62
Irregulars	87.09

FIRST SEMESTER 1921-22

Delta Pi (17)	115.55
Seniors	108.93
Theta Gamma Rho (19)	108.14
Delta Delta Delta (29)	107.37
Beta Phi Sigma (19)	105.69
Delta Theta Chi (18)	105.40
Juniors	104.96
Miami Women	104.64
Alpha Omicron Pi (24)	103.71
Unorganized Women (90)	103.68
Alpha Theta Phi (21)	102.80
Delta Zeta (32)	102.67
Chi Omega (23)	101.00
Miami Average	98.60
Phi Kappa Tau (25)	97.34
Sigma Alpha Epsilon (31)	96.98
Sophomores	95.62
Beta Theta Pi (30)	95.60
Freshmen	94.90
Sigma Chi (33)	94.72
Miami Men	93.82
Unorganized Men (168)	92.24
Specials	92.03
Delta Kappa Epsilon (26)	91.92
Delta Tau Delta (28)	91.51
Delta Upsilon (31)	91.37
Phi Delta Theta (28)	86.04

Any system of marking, even the simplest, is subject to criticism. A college cannot dispense with grades altogether, however, even should it desire to do so. A pass, or an eventual graduation, is one form of grade. Some institutions have tried to limit their system to this simple form, but it is probable that a system capable of expressing several degrees of excellence enables an instructor to better differentiate the quality of his students' work.

The difficult point in any system of grading is to establish a suitable workable standard. Formerly the most common method was to predicate a standard of absolute perfection and grade down from that point. Such a system is difficult of application since the standard is of itself impossible, and even the approximations of it depend upon many variable factors. The system used at Miami for several years past and on which the preceding tables are reckoned assumes as the standard the average ability shown in a subject by students of recent years. This average is represented by the grade of C (or 100). Students of higher rank receive the grades of B or A

while those of less than average rank receive the grades of D (passable) or GW, E or F. The latter grades indicate a partial or complete failure.

The grades are reckoned as follows:

Hours of A are figured at 130 per cent

Hours of B at 115 per cent

Hours of C at 100 per cent

Hours of D at 80 per cent

Hours of GW, E and F, being partial or complete failures are reckoned at 0.

Fraternity Scholarship Cup Competition The fraternity scholarship cup has been won the past two semesters by the Delta Theta Chi fraternity, a local organization. The same fraternity stood highest in scholarship for two semesters previous to the time, when under the rules they were ineligible for competition. The scholastic standing of this society has been unusually high from its very inception and the ambition of scholarship that is within the group is highly commendable.

Rules governing the award of the fraternity scholarship cup were adopted by the men's societies when the interfraternity scholarship contest was instituted and were modified by the Pan Hellenic Council during the past year in one respect. The rules as amended are as follows:

1. A student who withdraws for sickness or other reasons before the semester examinations begin shall not be considered in estimating the ranking of an organization or a class.

2. A student who withdraws under the conditions of Rule 1, and returns any succeeding semester shall have entered into that semester the record of the unfinished work of the semester in which he withdrew whether the work was done in absentia or made up after his return. Any courses not completed during the semester of his return shall count F.

3. A student can compete in only one organization.

4. To be eligible to receive the scholarship trophy an organization must have enrolled or publicly pledged at least three-fifths as many men as the average of all the fraternities represented in the Pan Hellenic Association.

5. To be eligible to receive the trophy an organization must have been organized with at least twelve members before the close of the semester preceding the one in which the competition takes place and must meet the condition of Rule 4. The date of any such new organization shall be counted from the day that a written notice given by the officers and containing the roll of members is deposited with the Dean.

III. Condensed Significant Statements and Recommendations of the Departments

Botany and Bacteriology

- 1—A tutorial or honor course for advanced students interested in botany has been given each semester with marked success and profit to the students enrolled.
- 2—Botany 110 should be elected by more freshmen on account of its practical value.
- 3—It is unfortunate that on account of the necessity of repeating each semester the elementary course in bacteriology it is not possible to offer a full year of study in this subject.

Chemistry

- 1—The department will accept provisionally next September all applicants for first year courses in chemistry.
- 2—In addition to full class and laboratory duties, members of the department have been able to continue some research and do some publishing.
- 3—There is great difficulty in using to advantage student help in the store-room.
- 4—The Library should procure more works on applied science.

Economics and Business Administration

- 1—The staff has held frequent departmental meetings for the discussion of the content and methods of courses and on invitation instructors in other social sciences have attended.
- 2—The department has had to restrict its work to a certain extent in order to furnish teaching force for the department of sociology.
- 3—The department hopes to organize and add an advanced course for honor students on the seminar plan.
- 4—The department suggests the advisability of outlining in connection with the college administration the general policy of this department for the future.
- 5—The department has found the average scholarship in the introductory course much below that of recent years.
- 6—The department needs a departmental library of working books and material assembled in a room where it is available during study hours and evening.
- 7—More books and equipment are greatly needed.

English

- 1—Classes and sections have not been over-crowded except in Freshman English.

- 2—The department has availed itself of the services of the resident fellow in dramatic literature for informal talks to various classes.
- 3—Another instructor is needed in the department, who should be a specialist in rhetoric and journalism.
- 4—Still more care should be exercised in distributing the freshman students among the good, medium, and poor sections in Freshman English.
- 5—Sophomore English should be given as one course and not as two as at present. Here also the sections of different grades should be arranged.

Geology

- 1—On account of the crowd of students in first year courses and the limited instructional staff, too little work is given in advanced classes.
- 2—A class in Evolution, although somewhat restricted in numbers on account of the standard set, can best be conducted on the same basis as heretofore.
- 3—A general course in geology is now and will be hereafter required as a prerequisite for Economic Geology.
- 4—Equipment that could not be procured during the period of the War should be installed without further delay.

German

- 1—Five courses were offered during the year.

Greek

- 1—The enrollment in the classes of Greek Literature, given in English, in Greek Art, and Greek Government has been unusually large.
- 2—Two classes have been given in Greek language.
- 3—There is need of increased equipment in illustrative material for the classes in literature, art, and government.

History and Government

- 1—The course for freshmen given by a combined lecture-quiz method has been successful.
- 2—There is urgent need of an additional instructor specializing in American History.
- 3—More maps and charts are needed for class-room use.

Latin

- 1—Regular Freshman Latin should be offered in two sections, since the enrollment is too large for one and even then registration was restricted last September.
- 2—Preparation of students in Latin in the high school is apparently becoming less thoro each year.

Mathematics

- 1—For the first time at Miami a unified course in Freshman Mathematics was offered. It has been as successful as could be expected, but could be better with an improved text-book.
- 2—Calculus has been given as a five-hour course in order to meet the demands of those preparing for engineering.
- 3—Instructors in the department together with other instructors in the same department in the other colleges in town have pursued a study in higher mathematics.

Philosophy and Psychology

- 1—Two courses only were given in Philosophy this year, Ethics and Metaphysics.
- 2—A series of articles on the Philosophy of the State has been furnished the public press.
- 3—A course in Social Psychology and another in Abnormal Psychology have been given for the first time this year.
- 4—It is recommended that the short course in Psychology be discontinued.
- 5—It is recommended that the Philosophy requirement for graduation as it is now in force be modified.

Physics

- 1—The enrollment in the introductory course in Physics has been larger than ever before.
- 2—More apparatus of the higher class is required.

Public Speaking

- 1—An advanced course in the Interpretation and Staging of Plays was offered for the first time this year.
- 2—A Debate Council chosen from the teaching staff of social sciences has been organized to assist in the promotion and training of debate.
- 3—Out of the proceeds of plays, new scenic and lighting equipment has been provided for the Auditorium stage.
- 4—More care should be taken in assigning students to the two introductory courses in the department.
- 5—If there were sufficient instructional force more advanced courses could be given in the department.

Sociology

- 1—Through the co-operation of social service organizations in Cincinnati students have had the opportunity to observe social service institutions in that city.
- 2—The department has brought two eminent social service workers to Miami for addresses and conferences.
- 3—Large enrollment in the introductory course has made it impossible this year to offer an advanced seminar, as should be done each year.

Romanic Languages

- 1—In the introductory and likewise in the second year course, students of different ability have been segregated as far as possible into different sections.
- 2—In order to do this and offer the advanced courses required, two instructors have taught an excessive number of hours.
- 3—A course in technical French has been introduced this year paralleling third year literary French.
- 4—The foreign language requirement for graduation is a handicap in securing the best grade of work. Even with the present segregation mentioned above, talented students are retarded in their work by the presence of others who have little interest in it.

Zoology

- 1—It is recommended that the practice of sending students to the lake laboratory in the summer to prepare them for laboratory assistants be continued.
- 2—It is difficult to conduct the course in physiology now constituted on account of the two groups, one freshman domestic science and the other upper-class students.
- 3—The course in Embryology has been increased to four hours in order to meet the requirement of our nearest medical college.

EDGAR EWING BRANDON,
Dean of the College Liberal Arts.

The Report

of the

Dean of The Teachers College

The annual report of the activities and progress of the Teachers College of Miami University for the year 1921-22, the twentieth year of its history, is divided into nine sections as follows:

- I. General Statement.
- II. Attendance.
- III. William McGuffey Schools.
- IV. Extension Centers.
- V. Bureau of Special Education.
- VI. Faculty Study.
- VII. Student Ranking.
- VIII. Committee on Appointments and Employment.
- IX. Department Recommendations.

The large increase in registration in the curricula of the Teachers College was somewhat surprising. An increase in enrollment in the freshman class was expected, but the percentage of increase greatly surpassed expectations and a congestion of classes has ensued that threatens very much the efficiency of instruction and limits the possibility of the system of student advising.

I. Attendance

Territorial Distribution

While the following counties—Adams, Brown, Butler, Champaign, Clark, Clermont, Clinton, Darke, Fayette, Greene, Hamilton, Highland, Logan, Madison, Miami, Montgomery, Pike, Preble, Scioto, Shelby, Union, Warren—constitute the south-west quarter of Ohio and are generally considered the territory allotted to the Teachers College of Miami University, and beyond which the Teachers College is not formally advertised, yet a surprisingly large number of our students come from beyond these counties.

In the enrollment of 1921 in the freshman class, the two-year students were distributed as follows:

70% came from the south-west quarter of Ohio.

26% came from other parts of Ohio.

4% came from other states.

The freshmen of the four-year curricula for teachers:

62.4% from the south-west quarter.

25.2% from other parts of the state.

12.2% from other states.

Urban-Rural Distribution An analysis of the entire student body for the current year with reference to their urban-rural distribution showed that the rural districts are still supplying the larger percentage of the teachers for the commonwealth. In the southwest quarter of Ohio there are eleven county normal schools with an approximate enrollment of four hundred students, a very large per cent of whom come from rural communities.

In the present student body of the entire university:

20.34% come from the country.

9.47% come from communities of one thousand or less.

23.78% come from communities between one thousand and five thousand.

46.39% come from cities.

	Per cent from Rural Communi- ties	Per cent from Com- munities of 1000 or less	Per cent from Com- munities of 1000-5000	Per cent from Cities
<i>Bachelor of Science</i>				
Freshmen	22.35	11.76	20.00	45.85
Sophomores	15.90	15.90	20.45	47.72
Juniors	21.05	18.42	26.31	34.21
Seniors	20.68	6.89	37.93	34.48
Totals	20.40	13.26	23.97	42.35
<i>Teachers College</i>				
Freshmen	36.36	8.63	24.54	30.45
Sophomores	20.93	10.46	25.58	43.02
Totals	32.02	9.15	24.83	33.98
<i>Liberal Arts</i>				
Freshmen	10.94	6.96	23.88	58.20
Sophomores	13.82	8.51	24.46	53.19
Juniors	13.33	11.66	16.66	58.33
Seniors	7.40	3.70	31.48	57.40
Totals	11.49	7.57	23.95	56.96
<i>Special</i>	22.22	16.66	.....	61.11
Totals	20.34	9.47	23.78	46.39

It will be noted that the mortality from freshman class to sophomore class of the succeeding year has been increasing somewhat regularly. The greatest losses occurred in the sophomore years of 1918-19, 1919-20, and 1920-21. The shortage of teachers during these years increased the pressure upon students having one year of training and eligible to local certificates without examination to enter upon teaching without further training.

The mortality for the current year in the two-year curricula has been higher than usual. The following table shows what losses have occurred since September 1921 with reasons for their withdrawal from college.

	Freshmen	Sophomores	Total
To teach	0	3	3
Low scholarship	25	3	28
Sickness	13	0	13
To be married.....	0	1	1
Sundry reasons.....	6	0	6
	44	7	51

**Attendance
Bachelor of
Science Students**

In 1914 specific curricula were established for the preparation of teachers for secondary schools. A brief analysis of the attendance since that time

follows:

Freshmen 1914-15	Sophomores 1915-16	Per Cent Freshmen Returning as Sophomores	Juniors 1916-17	Per Cent Freshmen Returning as Juniors	Seniors 1917-18	Per Cent Freshmen Returning as Seniors
Total 10.....						
Returning	6	60.00	16 *5	50.00	26 *6	60.00
Not returning .	4		11		9	
New	21		19		11	

Freshmen 1915-16	Sophomores 1916-17	Per Cent Freshmen Returning as Sophomores	Juniors 1917-18	Per Cent Freshmen Returning as Juniors	Seniors 1918-19	Per Cent Freshmen Returning as Seniors
Total 33.....						
Returning	17	51.51	16 *12	36.36	30 *11	33.33
Not returning .	16		10		16	
New	9		30		4	

*Number freshmen included in left hand figure.

Freshmen 1916-17	Sopho- mores 1917-18	Per Cent Freshmen Returning as Sopho- mores	Juniors 1918-19	Per Cent Freshmen Returning as Juniors	Seniors 1919-20	Per Cent Freshmen Returning as Seniors
Total 64.....						
Returning	29	34.42	24 *17	27.86	18 *10	16.39
Not returning .	35		21		20	
New	16		14		18	

Freshmen 1917-18	Sopho- mores 1918-19	Per Cent Freshmen Returning as Sopho- mores	Juniors 1919-20	Per Cent Freshmen Returning as Juniors	Seniors 1920-21	Per Cent Freshmen Returning as Seniors
Total 56.....						
Returning	27	48.21	7 *9	16.07	13 *10	17.85
Not returning .	29		25		3	
New	5		9		11	

Freshmen 1918-19	Sopho- mores 1919-20	Per Cent Freshmen Returning as Sopho- mores	Juniors 1920-21	Per Cent Freshmen Returning as Juniors	Seniors 1921-22	Per Cent Freshmen Returning as Seniors
Total 51.....						
Returning	31	49.01	30 *20	39.21	32 *16	31.37
Not returning .	20		16		5	
New	13		7		11	

Freshmen 1919-20	Sopho- mores 1920-21	Per Cent Freshmen Returning as Sopho- mores	Juniors 1921-22	Per Cent Freshmen Returning as Juniors		
Total 62.....						
Returning	25	40.32	32 *9	35.48		
Not returning .	37		34			
New	41		16			

*Number freshmen included in left hand figure.

Freshmen 1920-21	Sopho- mores 1921-22	Per Cent Freshmen Returning as Sopho- mores
Total 78 .....	.....	.....
Returning ...	24	30.76
Not returning	54	
New	8	

Freshmen 1921-22
Total.....107

I. William McGuffey Schools

The William McGuffey Schools were established in 1910 as demonstration schools and schools in which students might get experience in methods of instruction and modes of school room control. It has grown from an enrollment of 65 in 1910-11 to 398 in 1921-22.

Practice Teaching

One of the serious problems of a teacher training institution is to secure adequate facilities for demonstration and practice teaching purposes. This is especially serious when the Teachers College is located in a village.

The North Central Association of Colleges and Secondary Schools has set the ratio between the number of student teachers and the number of pupils as 1 to 4; that is, that there shall be four times as many pupils in the Demonstration and Experience School as there are students who are doing practice teaching.

There are enrolled in the elementary grades of the William McGuffey Schools for the current year 1921-1922, 284 pupils; and 84 student teachers are doing practice teaching in these grades, which practically meets the standards of the North Central Association of Colleges and Secondary Schools.

A late survey of the present freshman class indicates that we shall have a returning sophomore class of 100.

The correspondence from students now attending County Normal Schools, and from other students who have completed one year prior to 1921-1922 of a two-year curricula of approved teacher-training institutions indicate that we shall have a large increment to the returning class of 1923.

The Eighty-fourth General Assembly enacted a law requiring that the State Normal Schools should erect a curriculum which could be completed by graduates of the County Normal Schools, who satisfy entrance requirements, in one year.

The regular grade teachers do practice teaching under eight critic teachers in the following subjects: Reading, Arithmetic, Science, English, Geography, History, and 94 classes under practice teachers daily, and there are four practice teaching periods per day.

If this practice teaching fell equally upon each grade there would be allotted to each grade 12 practice teaching periods a day; as there are only 4 practice periods a day, each grade must be divided into 3 sections at each period. According to Director Heckert's report there are 36 student teachers in the first 3 grades, and 36 daily periods of practice teaching.

In the first 3 grades there are 140 children. The practice teaching is done in Reading, Arithmetic and English. All read twice each day. This necessitates again that each grade be divided into three sections, and that all the time of the pupils in these subjects shall be under student teaching in the above named subjects.

Supervision of Practice Teaching If, in general, each grade is divided into three sections for practice teaching, supervision of such teaching cannot exceed $33\frac{1}{3}$ per cent.

The present sophomore class estimate the amount of time they teach under supervision as follows:

- 5.5 % are under supervision for less than 20% of their time.
- 22.2 % are under supervision between 20-29% of their time.
- 38.8 % are under supervision between 30-39% of their time.
- 3.7 % are under supervision between 40-49% of their time.
- 12.9 % are under supervision between 50-59% of their time.
- 7.4 % are under supervision between 60-69% of their time.
- 5.5 % are under supervision for 75% of their time.
- 1.8 % are under supervision for 95% of their time.
- 1.8 % are under supervision for 100% of their time.

It will be observed that 66.5% are under supervision less than 40% of their time.

It is doubtful if better ratios obtain in many of the best Normal Schools of the country.

Other Teachers Colleges The following catalog statistics (1920-21) indicate ratios in some very highly accredited Teachers

Colleges:

State Normal School	4 Year Graduates	2 Year Graduates	Number Critic Teachers
Bellingham, Washington .....	..	146	5
Edinboro, Pennsylvania .. .	..	58	5
Kalamazoo, Michigan	15	397	13
California, Pennsylvania .....	..	97	5
Mankato Minnesota .....	..	134	14
Macomb, Illinois	5	25	7
Normal, Illinois	20	102	14
Winona, Minnesota .....	..	275	8
Ypsilanti, Michigan	31	372	23
Miami	26	81	15

IV. Extension Centers

The extension work has been conducted regularly by two members of the faculty who devote all their time to the extra-mural service and incidentally by several of the resident college staff as is shown in the tabulated report.

Twelve semester hours of credit done in extension centers is the total amount of credit a student may apply toward a diploma or degree. I believe that this amount should be increased to one semester's maximum credit. Otherwise it will not be possible to organize centers in reasonable adjacency and without a prohibitory traveling budget.

FIRST SEMESTER—1921-22

Professor	Center	Enrollment
Mr. Scudder	Amelia .. .	14
	Batavia .. .	14
	Mt. Orab .. .	31
	Sardinia .. .	19
	Peebles .. .	21
	Portsmouth—City .. .	29
	Portsmouth (Sisters in Academy) .. .	11
	South Salem .. .	18
	Bainbridge .. .	19
	Portsmouth—Rural .. .	30
	Cincinnati .. .	55

Mr. Stewart	Dayton—City	20
	Middletown.....	21
	Piqua	24
	Tippecanoe City	8
	Camden	15
	West Alexandria.....	14
	Mt. Sterling	22
	Cleves.....	15
	Dayton—Rural.....	17
		<hr/>
		156
Mr. Ross	Dayton	27
Mr. McConnell	Covington, Ky.....	51
Mr. McMillan	Cincinnati	50
Dr. Wallin	Dayton	31
		<hr/>
		159
Grand Total.....		<hr/>
		*576

*Grades recorded.

SECOND SEMESTER—1921-22

Mr. Scudder	Milford.....	18
	Mt. Orab	21
	Sardinia	15
	Winchester	18
	Otway.....	12
	Portsmouth—City	23
	Portsmouth—Rural.....	36
	Cincinnati	34
		<hr/>
		177
Mr. Stewart	Dayton—City.....	21
	Middletown.....	11
	Piqua	24
	Troy	17
	Frankfort.....	13
	South Salem	14
	Mt. Sterling	18
	Covington	12
	Dayton—Rural.....	16
		<hr/>
		146
Mr. McConnell	Cincinnati	(non-credit course)
Miss Beers	Dayton	31
		<hr/>
Grand Total		354

V. Bureau of Special Education for Subnormal and Delinquent Children

In the 1921 Summer Term of Miami University the Teachers College opened the Bureau of Special Education for Subnormal and Delinquent Children. Seventeen students were enrolled in the Summer Term.

In September, 1921, seven students were enrolled in all the courses offered in this department; thirty-one were enrolled in a part of the courses offered.

The Boards of Education of the cities of Hamilton and Lima, Ohio, made cooperative plans with the college to afford facilities for practice teaching.

Hamilton, because of its proximity, became the regular practice teaching center. The college fully appreciates the splendid spirit of cooperation shown by Superintendent Joyce, of Hamilton, and Superintendent Collins, of Lima, during the year, but because of the small percentage of pupils in any public school who may be classified as subnormal and delinquent, it became necessary to move the Bureau to a city of the largest possible pupil population.

The Board of Education at Dayton is just entering upon the organization of schools for handicapped children, and has contracted with Miami University for a cooperative plan for the operation of the Bureau under very advantageous conditions. The Bureau will be moved to Central Building, of the Dayton Public Schools, June 19, 1922.

Students will be registered in Dayton for the Summer Term, 1922. Arrangements have been made to enable experienced teachers to complete the course for teachers in special schools for subnormal and delinquent children in one semester's residence, under the Bureau in Dayton, and graduate from the two-year curriculum leading to the State Certificate for Elementary Schools by adding to the completion of the one semester's work in the Bureau, 45 semester hours of credit from curriculum prescribed for the candidates for such certificate and fulfilling residence requirements in the college at Oxford.

VI. Faculty Study

Department Objectives The faculty of the Teachers College took as its study for the year a statement of objectives in each department. The purpose of such a study is obvious. Such a study with full discussions heightens the appreciation of each member of the faculty in the problems, modes of approach, details of content material, and of his colleagues. It stimulates endeavor in coordination and cooperation.

Free discussion tends to correct unessential objectives, faulty modes of approach, and irrelevant content material.

A complete statement of the objectives by the Department of Mathematics was mimeographed and distributed to the faculty, and copies were sent to the State Department of Education and to other Teachers Colleges. If it were not for the want of space I should recommend that it become a part of this report.

History Objectives I am submitting a brief outline of objectives as set forth by Dr. Carter in his discussion:

The following abbreviated outlines suggest the point of view followed in the courses in American history covering the Revolutionary period and the era since the Civil War.

In the first outline the organization of facts illustrates one of the real factors in the causes of the Revolution which does not appear in any of the conventional text-books. The organization is designed to suggest an avenue of approach to the movement for independence which reveals its democratic character. Such issues as taxation and other conventional topics really have no ascertainable value and consequently fall into the background.

In the second outline the history of the United States since 1870 is centered around the industrial revolution, the significant and outstanding development of modern history. Politics and administration are here subordinated as incidents in social development. Both outlines printed herewith are selected as typical of the methods of treatment in all the courses in American history. One of the chief objectives in the study of history is the ascertaining of the truth relative to the past with a view to an understanding of the origin of our present social order. History not only furnishes the key to the present by showing how our situations came about, but at the same time supplies a basis of comparison and a point of vantage by virtue of which the salient contrasts between our days and those of old can be detected. Without history the essential differences escape us.

THE REVOLUTIONARY ERA, 1763-1789

A. Period One, 1763-1774.

I. The central problem of the empire: attainment of an equable and stable distribution of powers.

1. Character of empire with special reference to the distribution of powers.
 - a. Organization.
 - b. Powers of central government.
 - c. Powers of separate units.
 - d. Powers undetermined.
2. Specific elements in problem.
 - a. Commercial reorganization.
 - b. Imperial defense.
 - c. Territorial organization.
 - d. Financial.
 - e. Monetary.
 - f. Indian management.
 - g. Judiciary.
3. Solutions proposed.

II. Central problem in internal development of colonies: attainment of just balance between aristocratic coast region, and the democratic elements of the frontier and the cities.

1. General situation in 1760.
 - a. The West in New England.
 - b. The West in New York.
 - c. The West in Pennsylvania.
 - d. The West in Virginia.
 - e. The West in South Carolina.
2. Specific elements in problem.
 - a. Representation.
 - b. Suffrage.
 - c. Taxation.
 - d. Religion.
 - e. Educational opportunities.

III. Experience of frontier in settlement of problem of relations between colonies and Great Britain.

THE UNITED STATES SINCE 1870 AS INFLUENCED BY THE INDUSTRIAL REVOLUTION AND THE WESTWARD MOVEMENT

A. The industrial revolution of the post-bellum period.

1. Altered means of gaining a livelihood.
2. Some examples.
 - a. Improvements in reapers, etc.
 - b. Refinement in the process of making flour.

3. Industrial revolution results in social transformation.

- a. Enormous increase of capital as contrasted with agriculture.
 - (1) Influence on politics: Corruption.
 - (2) Dominant section of society becomes agent of capitalism.
 - (3) Literary and professional classes come to the defense of the new order.
- b. Enormous increase of wage earners as contrasted with small farmers and small mercantile class.
- c. Consequent rapid growth of city population.
- d. Demand for labor in industry and agriculture stimulated immigration; northern central and southern Europe at different periods.
- e. Industrial revolution meant transformation of vast masses of the people into a proletariat with all that that term implies.
 - (1) Immense city population.
 - (2) Tenements.
 - (3) Trade unions.
 - (4) Labor parties.
 - (5) Strikes.
 - (6) Lockouts and social warfare; employment of women and children in factories.
 - (7) Poverty and degradation.
 - (8) The proletariat, as an accompaniment of mechanical revolution, becomes decided political and economic factor. Note its demands.
4. Laissez faire point of view in the 70's and 80's.
 - a. Trust and combinations.
5. Imperialism and its connection with the industrial revolution and the development of capitalism.
6. Development of transportation with its accompanying problems.
 - a. Note trans-continental systems.

The last named introducing a new shifting of population.

B. The development of the great west after the Civil War.

1. The Rocky Mountain region.
 - a. Note states in order of admission.
2. Settlement of the great plains.
 - a. Note states as above.

C. Emergence of a new era, 1896-1920.

1. Evolution of the doctrine of public interest as contrasted with the laissez faire doctrine.

a. Gulf between two ideas bridged by various elements.

- (1) Enormous growth of trusts and the awakening of the people to necessity of curbing them.
- (2) This leads to such legislation as income tax, Clayton Anti-Trust Act, child labor legislation, conservation of natural resources, blue sky laws, popular election reforms, etc.

VII. Standing of Students

The following exhibit shows the students in the four classes of the Bachelor of Science Curricula and in the two classes of the Teachers College, in the highest fifth of their respective classes:

SENIORS—B. S.

Lillian Grinnell.....	130.0
Ethelwyn Bobenmyer	126.5
Ruth Baldwin.....	125.7
Carolyn Spence.....	124.7
Mabel Bodey.....	122.9
Helen Pickelheimer.....	122.5

6 out of 32.

JUNIORS—B. S.

Albert Sloan.....	130.0
Winfield Heckert.....	130.0
Katherine Clark.....	130.0
Mary Stokes.....	126.0
Martha Pilkey.....	124.4
Clara Hartley.....	123.4
Vida Eschbach.....	122.9
Harriet Dieter.....	120.6
John Seaton.....	118.5
Caroline Kiser	116.8

10 out of 50.

SOPHOMORES—B. S.

Howard Carroll.....	126.5
Mae Drake.....	124.0
Glenn Webster.....	123.0
Olive Burdsall.....	122.5
Naomi Baker.....	120.3
Gladys Dixon.....	117.6
Marion Bailey.....	117.5
Charles Beachler.....	116.8
Ruth Sheldon.....	116.8
Jeanne Beidler.....	116.7

10 out of 49.

FRESHMEN—B. S.

Anvilla Foote	127.4
Mary Huber	126.5
Gilbert McBeth	126.5
Marietta Donaldson	125.0
Jessie Conway	123.8
Lucille Scudder	123.3
Charlotte Anderson	121.2
Helen Holfinger	120.3
Grace Townsend	120.0
Wilma Hutchison	119.4
Mary Ellen Rosser	117.8
Arlene Vore	116.8
Winifred English	116.1
Helen Bolsinger	115.9
Grace Morgan	115.0
Lulu Potter	114.1
Doris Buchanan	114.1
Mary Davenport	113.2
Elsie Michel	113.2
Beryl Finney	112.4
Mary Neu	112.4
Viola Nichols	112.4
Doris Parrett	112.4
Hilda Saari	112.0
Catherine Frasch	110.6
Thyra Butz	110.3

26 out of 104 (upper fourth).

SOPHOMORES—T. C.

Helen King	130.0
Dorothy Ware	128.1
Margaret Young	127.8
Eleanor Barkman	127.5
Marcella Guthrie	126.7
Iona Devers	125.0
Bess Harb	124.5
Leona Ehrhard	123.5
Clara Johnson	122.5
Marguerite Hettel	122.5
Louise Kimball	122.5
Nina Neidhart	122.3
Alice Darby	121.8
Catherine Boyer	121.4
Mary Williams	120.0
Marjorie Fouke	119.7
Marjorie Miller	118.0
Grace Duvall	117.8
Carmen Ridenour	117.8
Clara Penn	116.7
Anna Williams	116.5
Edmond Parrott	116.1
Jennie McSherry	115.0

23 out of 115.

FRESHMEN—T. C.

Helen Stepleton	127.2
Lowell Penland	126.6
Lizzie Ellen Greene	126.4
Lillian Droitcour	126.2
Myrtle Erfurth	126.2
Esther Hunt	126.2
Juanita Hamilton	124.7
Maude Murphy	124.7
Olive Roof	122.9
Elizabeth Hanley	121.6
Doris Green	121.2
Mildred Kinsey	120.6
Florence Nutt	120.3
Mabel Gaiser	119.7
Katherine Lohrer	119.7
Mae Lisle	119.4
Ruth Wells	119.4
Rubene Shaffer	119.1
Loraine Thomas	118.5
Calvin Augspurger	118.2
Nola Quimby	117.6
Esther Burns	116.9
Mildred Gilbert	116.9
Charles Schaerges	116.8
Claudine Locke	116.8
Dorothy Beckman	115.9
Ruth Davis	115.9
Kathryn Delacourt	115.9
Margaret Lyon	115.9
Goldie McClung	115.9
Edna Von Berge	115.9
Gladys Byard	115.9
Tamson Zeigler	115.9
Cora Krein	115.0
Kathryn Conway	114.1
Esther Robinson	114.1
Ruth Wollet	114.1
Jestinah Bowland	114.0
Mildred Loudon	113.8
Marguerite Helman	113.2
Ruth Lockhart	113.2
Velma Young	113.1

42 out of 227.

VIII. Report of the Committee on Appointments and Employment

Positions were secured for graduates, alumni and undergraduates during the year 1920-21 as follows:

Four-year students	23
Teachers College students	51
Alumni	7
Undergraduates	3
Total	84

The salaries of the four-year students:

1 at \$2,500 00	\$ 2,500 00
2 at 2,000 00	4,000 00
1 at 1,920 00 (Home Economics)	1,920 00
3 at 1,800 00	5,400 00
1 at 1,700 00 (Home Economics)	1,700 00
5 at 1,500 00 (1 Home Economics)	7,500 00
2 at 1,400 00 (1 Home Economics)	2,800 00
1 at 1,350 00	1,350 00
3 at 1,300 00	3,900 00
3 at 1,200 00	3,600 00
1 at 1,000 00	1,000 00
23	\$ 35,670 00

The salaries of the Teachers College students:

1 at \$2,300 00	\$ 2,300 00
1 at 1,680 00	1,680 00
2 at 1,600 00	3,200 00
2 at 1,400 00	2,800 00
2 at 1,350 00 (Music)	2,700 00
1 at 1,275 00	1,275 00
6 at 1,250 00 (3 Music)	7,500 00
1 at 1,300 00	1,300 00
5 at 1,200 00 (1 Music 1 Home Economics)	6,000 00
1 at 1,150 00 (1 Home Economics)	1,150 00
14 at 1,100 00 (1 Home Economics)	15,400 00
15 at 1,000 00	15,000 00
51	\$ 60,305 00

The salaries of alumni:

1 at \$2,000 00	\$ 2,000 00
2 at 1,800 00	3,600 00
1 at 1,600 00	1,600 00
2 at 1,500 00	3,000 00
1 at 1,200 00	1,200 00
7	\$ 11,400 00

The salaries of undergraduates:

1 at	\$1,600 00.....	\$ 1,600 00
1 at	1,200 00	1,200 00
1 at	900 00.....	900 00
3		<u>\$ 3,700 00</u>

Grand Total:

23	four-year students.....	\$ 35,670 00
51	Teachers College students	60,305 00
17	alumni	11,400 00
13	undergraduates.....	3,700 00
84		<u>\$111,075 00</u>

Calls for teachers, received between January, 1921, and
January, 1922:

High School Teachers.....	105
Elementary Teachers	110
Superintendents.....	2
Critic Teachers	4
Special Teachers	21
College Instructors	3
Total	<u>245</u>

IX. Requests of Professors

DR. HECKERT:

1. Installation of radiators to supplement heating system in south pavilion.
2. Added teaching force in critic teacher staff.
3. More rooms for practice teaching.
4. A better plan for assignment of students to the various curricula for elementary teachers.

MRS. RICHARD:

1. That additional books used in English in the McGuffey Schools be purchased for use of the college students.
2. Competent reader of themes.

MR. McCONNELL:

1. Increased equipment because of increased size of sections.

MR. WHITCOMB:

1. A half-time assistant to Mr. Grinnell.
2. One additional machine lathe.

MR. SCUDDER:

1. Office room for the Extension Department.

The duties of the year have been somewhat heavier than usual but cooperation and good will have marked the various relationships of the dean and his office with students and colleagues. Sincerity and purposefulness have characterized the teaching and administrative activities thruout the college.

I am always moved with gratitude when I contemplate, at the close of the year, the earnestness and faithfulness with which each member of the faculty pursues his daily tasks.

I take pleasure in acknowledging the debt I owe to all those who have contributed to the success of the work for the academic year, and to none is my debt so great as to the President of the University, whose patience, sympathy, and thoughtful suggestions have made a successful year possible.

H. C. MINNICH,
Dean of Teachers College.

The Report of the Dean of Women

Enrollment of Women There have been enrolled during the present year 717 women students distributed as follows in classes and colleges:

	Liberal Arts	Bachelor of Science	Teachers College
Senior	23	31	....
Junior	29	41	....
Sophomore	46	40	109
Freshman	65	84	227
Special	10	4	8
	173	200	344

Room Congestion The situation in September was one of difficulty and embarrassment because the number of students to be assigned to rooms greatly exceeded the number of rooms available. It became necessary to crowd many rooms beyond their capacity, and this arrangement was permitted not only in cottages but in a few cases in college dormitories. It was expected that the shrinkage in number which would naturally take place under such a condition would allow us to adjust things more satisfactorily within a few weeks. The expected shrinkage did not result, however, and it was not until December when the new hall was ready for occupancy that we were able to relieve the congestion. A number of householders who would not be willing to have roomers for the entire college year, and some whose rooms would not be comfortable for occupancy during the winter months, gave us the temporary use of their rooms for a period of 11 or 13 weeks; and in this way were housed the 114 girls for whom the new dormitory was built. Without this hall we should have been unable to keep our present number of students in residence thruout the winter months.

**East and
West Halls**

Great enthusiasm has been expressed by all the girls in residence in the new dormitory over the comfort and convenience of the hall. The dining room in East Hall for the girls of both East and West has removed the earlier objection which was constantly urged against the one hall when a dining room had not been provided in that neighborhood. The building of the second temporary hall has increased the desirability of the first, since it no longer seems a separate off-campus dormitory. The new hall is presided over by Miss Mary Dubois of the McGuffey faculty, and since her time is limited by a full teaching program, Mrs. Carson of West Hall is assuming responsibility for office hours and permissions for the girls of East Hall. The arrangement has proved a very satisfactory one.

**Advantage of
Full-Time
Heads of
Dormitories**

This is the first year at Miami in which we have had in charge of a dormitory a woman with full time to give to such a work, and the results have been eminently satisfactory. Mrs. Carson has been available for consultation with her girls at any time of the day and she has therefore been able to know the girls personally, to follow their several plans, and to counsel with them in ways that have been serviceable both to them and to the college. Since these two halls, East and West, have a larger proportion of freshman girls needing to have college life wisely interpreted to them, I feel that such an arrangement should continue there. The two older halls, Hepburn and Bishop, have a larger proportion of upper class girls and the need is therefore not so great for the same amount of hall service. As the college grows, and it becomes impossible for any supervisor of women students to know them all personally and to treat their interests in a sympathetic personal way, it seems to me much more necessary that care should be exercised in the selection of capable heads of the residence halls, that they should be women of vision, insight, tact, who would have enough free time to treat their halls as a home in which the ideals of the college can be fostered and strengthened, and it would then be the case that every girl would be well known by some one who would be interested in

her health, her academic achievements, her social plans, and the attention of the authorities in any one of these interests could then be directed toward her in case of need. In this way it seems to me that we should preserve one of the great advantages of the small college in the sympathetic intelligent direction of our students and yet we should have at the same time the inspiration of growing numbers and larger facilities for work.

Conferences with Assistants to the Dean As the number of dormitories increases, and a corps of women assistants to the Dean begins to develop, it becomes a great help and satisfaction to counsel with them on matters of common interest to all the halls, and I have greatly appreciated the assistance and cooperation of this group in our fortnightly councils.

The College Hospital It is with great satisfaction that we learn of the more definite prospect of the immediate building of the hospital. As the college community grows larger and the encroachments of the hospital more insistent as it invades a larger portion of the dormitory in which it is temporarily housed, it becomes more difficult to operate either the hall or the hospital successfully. A hospital is naturally operated as a public building at the service of the community day and night, and it therefore becomes increasingly difficult to maintain the atmosphere of a college residence hall in a building so dominated by hospital needs.

Room Assignments With the opening of our new hall we now have 414 girls in residence in college rooms:

Bishop	84
Hepburn	94
East.....	114
West	114
Home Economics Practice House	8
<hr/>	
414	

For the coming year if we admit 725 women students we shall use all these rooms and approximately 275 additional cottage rooms. A small group of possibly 35 students are in their own homes or are married women who establish themselves with their families in independent arrangements.

We shall therefore need to use all our present cottage places which are as follows:

Arden	13	Rankin	6
Baer	12	Roberson	6
Baldwin	2	Smith, Dave	8
Bowman.....	5	Smith, D. P.....	8
Brate.....	2	St. Faiths	13
Conway	8	Sullenberger.....	2
Coulter, H.....	8	Stephenson, Edwin.....	2
Coulter, T.....	8	Stephenson, Mrs. Emma	4
Herron	5	Stewart	2
Hutchison	4	Swiss.....	9
Jacobs.....	10	Taylor	10
Jones	4	Turley	4
Kramer	5	Welch.....	8
Lafferty	26	Wisecup.....	8
Leach	6	Serving in homes	7
Martin	4		
Molyneaux	2	Total.....	223
Murray.....	2		

We shall need approximately 50 other places in town which we possibly can find in our list of temporary rooms used earlier this year, and will therefore try not to draw further on any rooms of the town which in fairness to the interests of men students need to be held for them.

**Physical
Education
for Women**

Unusual interest has been shown this year on the part of women students in physical education work and the intramural sports which have been stimulated as a part of that program. The Girls' Athletic Board has worked out a new point system which is intended to encourage a larger number to grow ambitious for the winning of class numerals and other honors. The new basis of membership in the Athletic Association admits to active membership only those who have earned 100 points. All others may become associate members and be eligible to play in class teams. One advantage of this organization is that a smaller more compact organization of girls deeply interested in all aspects of physical education can stimulate interest in others and create an incentive for them to

enter sports and earn points toward active membership. The first banquet ever held by Miami girls was given in Hepburn Hall on March 21. The tickets were limited to 165 and this number was immediately sold out and protest was made on the part of those who were unable to get tickets. This occasion was one of tremendous good-fellowship and it served to make more concrete and definite the interest which has been built up in athletics for women. The fine service which Miss Carroll gave for five years in the development of a wholesome spirit of interest in athletics is now being carried on in a most able way by Miss Margaret Phillips who this year is assuming charge of this work at Miami.

**Need of
Women's
Gymnasium** Naturally, however, all this increased interest makes a hopeless conflict of interests in the gymnasium and the protest becomes louder every day in demand for the prospective separate gymnasiums for men and women. Even this contention however has its silver lining since it brings nearer the day when resources must be developed to meet this need.

ELIZABETH HAMILTON,
Dean of Women.

The Report of the Secretary

to the

Board of Trustees

I. Finances

UNIVERSITY BUDGET

Revenue With the beginning of the current fiscal year all dormitory receipts have been credited to a rotary account and no part of them included in the general university budget. Revenue for instruction and for the maintenance of the university plant has been available from the following sources, the items of Income from Fees and Land Rents being estimates and the items of state appropriations including two supplementary allowances by the Emergency Board for traveling expenses and Teachers Pensions.

State Appropriations

For Personal Service.....	\$ 221,680 00
For Maintenance	53,442 00
Teachers' Retirement Fund.....	8,379 52
For Educational, Library, and Office Equipment	5,350 00
Student Fees (available for personal service only)	56,250 00
Land Rentals.....	6,500 00
Total	\$ 351,601 52

State Appropriations State appropriations available for the current biennium for capital outlay exclusive of educational, library, and office equipment are as follows:

One 150 H. P. boiler	\$ 7,000 00
Brick stack, power plant	10,000 00
Direct radiation, south pavilion, McGuffey Hall	2,000 00
Electric motor for fan, McGuffey Hall.....	500 00
Walks, drives, grading	3,000 00
Estimated revenue from Mill Tax Levy	350,000 00
Total	\$ 372,500 00

In the report of last year attention was called to the fact that the Legislature had not increased our appropriations sufficiently to compensate for the loss from the educational budget of the net

room rent receipts. The complete separation, however, of all dormitory receipts from the general budget marks a distinct advance in our financial control and ultimately will be of great benefit to the university.

Decreased prices of materials and supplies have enabled us to live within the appropriations for the maintenance of the physical plant notwithstanding the fact that necessary repairs and replacements are increasing very rapidly from year to year. The use of office and educational supplies varies almost proportionately with enrollment, and on these items the price readjustments have not been so noticeable. Consequently with an increase in enrollment of 17% over last year we have experienced difficulty in keeping expenses within the funds available.

The appropriation for the maintenance of the campus and playgrounds is just about one half what it should be. The acquisition of property south of Spring Street, development of sections of the campus around new buildings, and greatly increased use of playgrounds require additional expense for maintenance. Only by the strictest economy are we able to maintain the campus in its present condition. Five thousand dollars additional each year would enable us to add greatly to the attractiveness of the campus and would probably be productive of more visible results than an expenditure of an equal amount anywhere else within the institution.

The severest cut in our requests made by the last Legislature was on the item of educational equipment. We requested \$6,270 and received \$1900. The requests represented actual needs, and failure to obtain increased funds for the next biennium will greatly hamper several departments. The members of the faculty have been very patient with the limited appropriations this year but cannot be asked to have their work hampered because of lack of necessary equipment. Certainly an expense per annum of 4% of our teaching salaries, or \$7,500, for equipment is not unreasonable.

ROTARY ACCOUNTS

Rooming

Release of room rent receipts from the general university budget will enable us this year for the first time to show the results of dormitory management. Heretofore data of

the cost of operating these buildings has been kept, but all profits or investment returns shown have been absorbed in the expenses of operating the educational plant. Such net returns will now be credited to a Reserve Account and can be used for major repairs and extensions. The basis of the charges to the "Rooming" budget may be of sufficient interest to justify printing it in this report. This budget at the present time includes the operation of Bishop, Hepburn, and the men's dormitories, and only the net charge for heat and light to East and West halls which are operated under separate accounts.

INCOME

Room rents	\$ 23,500 00
Rental of quarters to Boarding Department ...	3,600 00
Charge to West Hall for heat and light	2,050 00
Charge to East Hall for heat and light (one-half year)	1,275 00
Total	\$ 30,425 00

EXPENSE

Salaries	\$ 2,100 00
Janitor service.....	3,500 00
Equipment repairs and replacements	1,000 00
Cleaning supplies.....	200 00
General repairs.....	2,500 00
Part salary of carpenter	600 00
Salary of engineer.....	1,260 00
Wages—power plant	300 00
Coal.....	8,000 00
Water	900 00
Insurance	750 00
Repairs—power plant	315 00
Supplies—power plant	225 00
Lamps and batteries.....	275 00
Purchase of current.....	200 00
General supplies	700 00
Shrubbery, etc.	100 00
Contingencies	1,500 00
Reserve for additions and replacements.....	6,000 00
Total	\$ 30,425 00

The share of the cost of operating the power plant chargeable to the dormitories is ascertained as follows:

HEAT

Bishop Hall—5,736 sq. ft. radiation at 50 cents...	\$ 2,863 00
Hepburn Hall—2,349 sq. ft. radiation at 50 cents	1,174 50
North and South Dorms.—4,680 sq. ft. radiation at 50 cents.....	2,300 00
West Hall—2,916 sq. ft. radiation at 50 cents....	1,458 00
East Hall—3,498 sq. ft. radiation at 50 cents (one half year).....	874 50

LIGHT

East Hall—12,000 k. w. h. at 5½ cents (one half year).....	330 00
West Hall—10,000 k. w. h. at 5½ cents....	550 00
Bishop, Hepburn, and Men's Dorms.—35,000 k. w. h. at 5½ cents.....	1,925 00

Total \$ 11,475 00

The proportion of operating expense thus chargeable is assumed under the following items of cost:

Salary of one engineer	\$ 1,260 00
Wages—power plant	315 00
Fuel	8,000 00
Repairs—power plant	300 00
Supplies—power plant	225 00
Purchase of current ..	200 00
Contingencies	700 00

Total \$ 11,000 00

**East and
West Halls**

As directed by the Board of Trustees, both East and West Halls have been operated as separate rotary accounts. From the income of West Hall all operating expenses have been paid, and in the 2½ years of operation \$7,000 has been paid on the cost of construction, \$4,000 on account of purchase price of property on which the halls stand, and \$1,500 on permanent improvements and equipment. From the current year's operation of East Hall, \$3,000 can be applied to the deferred charge of the construction cost of West Hall, thereby reducing the deferred charge to \$12,000. It is recommended that next year and the following year East and West Halls be operated thru a joint account. In each of these years it should be possible to pay \$6,000 of the deferred charge on the cost of West Hall and \$1,000

on the purchase price of the property. If this plan is adopted, at the end of the fiscal year 1923-24 the deferred charge on West Hall will have been met and only \$2,000 remain to be paid on the land.

After July 1, 1924, when all charges in connection with the construction of East and West Halls will have been paid, it is recommended that these buildings be operated jointly with the four dormitories now operated under the "Rooming" account. From this joint operation an annual addition of \$10,000 to \$12,000 to the Reserve account will be possible. This will be adequate to cover the expense of all major repairs and make possible the construction of additions to the present dormitory units.

Boarding The estimated total income of the Boarding Department for the current fiscal year is \$125,000. The income for the first nine months to April 1 has been \$95,896. Of this amount approximately 11%, or \$10,663.09, has been expended for new equipment and for the finishing of the basement of East Hall for use as a kitchen and dining halls. Reference to the general problems of the department will be made under the "operation" section of this report. (See page 87.)

Student Health Fees The estimated income from health fees and hospital charges for the current year is \$9,750. Expenditures for the maintenance of the department will not exceed the income in spite of the added expense of the flu epidemic of February and March. At the present time the hospital and health fee account is carrying all of its costs with the exception of rental of quarters which have a value of \$1,500 to the "Rooming" account for use of students. Upon the completion of the hospital building, which it is hoped will be not later than September 1923, an increase in the annual fee charged to students will be necessary. The maintenance of a separate kitchen, added space to be cleaned, and supervision alone will require this.

Other Rotary Accounts Income of the university stores account will be slightly in excess of \$100,000 for the year. Except for sales of coal, etc., to members of the staff the income of this account largely represents charges to other departments.

Income of the laboratory stores account will approximate \$10,000.

Since the removal of the two houses south of Spring Street formerly operated as cottages, the "Cottage" account shows a considerable decrease in income. Repairs to the Selby house and extra expense in closing the two houses referred to resulted in a deficit in this account which will amount to about \$400 at the end of the year. The income next year should be sufficient to cover this.

None of the smaller rotary accounts will show a deficit on the year's operation.

Appendix In the appendix will be found the budget and
Statistics income and expense totals to April 1 for the Student Health Fee account for the current year and the proposed budget for the joint operation of East and West Halls for next year. The latter may have to be modified to some extent, depending on operating costs of these two dormitories for the remainder of the current year.

OGDEN BUILDING FUND

Value The value of the building fund for Ogden Hall as of April 1 is as follows:

Book value of securities and cash in hands of university	\$ 293,146 57
Accrued interest	2,609 56
Appreciation in value of Government bonds and certificates	4,826 66
Balance due from Executor on bequest	22,000 00
Interest due from Executor on balance	3,107 50
Total	\$ 325,690 29

Investments Proceeds of the note of Henry F. Loeser, interest earnings and bonds maturing during the year were invested in U. S. Victory Bonds and these in turn exchanged for U. S. Treasury Certificates bearing $4\frac{3}{4}\%$ interest and due in 1926. Municipal and county bonds having a face value of \$64,000 were sold in March and the proceeds invested in U. S. Liberty Bonds. The municipal and county bonds were sold on a yield basis of 4.20% for bonds maturing beyond 1932 and on a yield basis of 4.40% to

4.60% for bonds maturing between 1927 and 1932. In the first distribution of Mrs. Whaling's estate these bonds were taken over on a 4.40% basis so that the yield for the period during which they have been held has been slightly in excess of this. It has been the policy of the Finance Committee to invest all funds of this account in U. S. Government securities, and the results have proved this policy to have been a wise one. The increase in the value of the fund from the date of distribution to April 1, 1922, represents an income of 5.35% (compounded semi-annually). Taking into consideration the character and ready marketability of the investments at any time funds are needed for building operations, this is an exceedingly good yield. There is every reason to believe that the appreciation in government securities for the period during which this fund may be held will insure at least an equivalent yield. Investments as of April 1 are:

\$134,850 Liberty Bonds.....	\$ 129,400 50
98,500 U. S. Treasury certificates	98,500 00
55,000 Municipal and county bonds	52,921 00
Cash.	12,325 07
Total.....	\$ 293,146 57

The large cash item is due to bond maturities of April 1 which have not been re-invested.

WHALING ESTATE

The executors of Mrs. Whaling's estate plan to make a further distribution immediately after April 1. This will include the final payment on the special bequest for Ogden Hall, payment of the special maintenance fund of \$10,000 for Ogden Hall, with interest of approximately \$3,000, and a small payment to the university as one of the residuary legatees. There will remain in the hands of the executors only the Chicago real estate which has an estimated value of \$25,000 to \$30,000. When this is sold, a final distribution can be made to the Cincinnati Museum Association and Miami University as residuary legatees. Mrs. Whaling provided in her will that the amount thus received should be held in trust as the "Laura L. Ogden Whaling Endowment Fund", the income to be used for purposes which the Board of Trustees may designate.

WELLS ESTATE

The Board of Trustees in June provided for the establishment of the "William B. Wells Loan Fund" by setting aside from the assets of the Wells Estate \$6,000 par value of Nashville Terminal Bonds yielding \$300 a year. This left the Wells Estate as of July 1 of a value of \$22,137.19.

To March 15 of the current year the fund had increased to \$23,118.85, the increase representing interest earnings and appreciation in value of Victory bonds. We have reason to believe that present negotiations may result in the sale of the Wright Building Company participation certificates, in which event all of the securities of the estate will have been disposed of and the entire fund released for use. The Board of Trustees on recommendation of the President have directed that this fund be used for the acquisition of desirable property south of Spring Street and that suitable recognition be accorded either by designating the land thus acquired as the Wells addition to the campus or by naming some building to be erected thereon in honor of Mr. Wells. In conformity with this policy the Ells and Patterson properties aggregating sixteen acres and a small house and lot, formerly a part of Miss MacFarland's property, have been acquired. The purchase of the site for the new women's dormitory was financed thru the fund also. Reimbursement for the amount advanced in connection with this will be made from the Rooming Reserve account. The trustees authorized a one-year loan of \$6,000 to assist in the construction of East Hall. This loan will be paid in October and can be used in furthering present plans.

STUDENT LOAN FUNDS

Increase During the year ending March 31, the student loan funds have been increased as follows:

By gifts (including \$3,600 book value Wells Fund).....	\$ 7,327 00
By income from investments.....	1,174 24
By interest on loans to students.....	289 88
Total.....	\$ 8,791 12

Present Value of Funds Student loans in the amount of \$2,977.86 have been paid, and \$5,912.00 has been loaned to students in 122 loans of an average amount of \$48.56. The 122 loans have been made to 66 different students, and the average received by each student has been \$89.58. The present value of the fund is as follows:

Patterson.....	\$ 7,817 48
Class of 1911.....	562 09
Newman.....	116 31
Class of 1914.....	653 77
Women's.....	7,142 34
Whaling.....	13,385 90
"W".....	544 65
Centennial.....	1,030 92
M. I. M. A.....	161 61
William B. Wells.....	3,750 55
Total.....	\$ 35,165 62

Goal Students are very appreciative of loans which are made to them, and as a rule feel an obligation to make payment even before they are due in order to release the funds for loans to other students. Consideration of the possibilities of service of an initial gift of even a relatively small sum of money over a period of 25 or 50 years should be attractive to any one who is interested in assisting worthy students of limited means to obtain an education. It is hoped that the principal of the Miami Loan Funds may be increased to \$100,000, which is the amount considered necessary by President Hughes to meet our reasonable requests.

Increased Work Involved The administration of these funds is increasing the load in this office each succeeding year. The number of loans outstanding April 1 is 242, as compared with 169 one year ago. Interest payments are required every 90 days, and many students pay the principal of their loans in installments. In addition to the routine of handling the regular collections and keeping ledger accounts there is of necessity a very considerable amount of correspondence in arranging for installment payments and maintaining in so far as possible a personal contact with borrowers. Eventually it may be necessary to employ a full-time person to handle the loan funds.

LAND RENT RECORDS AND COLLECTIONS

At the present time the Land Rent Records and Collections are in better shape than at any time within the last ten years. All records relating to the transfer of deeds and ownership of land are currently posted. The total amount of past due rents as of April 1 is \$732.93, this item representing largely rents due and unpaid in January, February, and March. Payment of rents cannot be forced for a period of ninety days. We now have in operation a plan of following up collections in co-operation with the Treasurer of the University, which we believe will insure the payment of rentals much more promptly than has been the case in the past.

COLLECTIONS

The collections of the cashier's office for the first nine months of the current fiscal year have been \$283,958.17, compared with \$217,229.05 for the same period last year. These figures do not include securities sold or matured. Accounts receivable from all sources as of April 1, total \$3,947.75, compared with \$4,244.74 on April 1, 1921. The average student has had less money to spend this year, and many students have been very short of funds. Our policy of insisting that students recognize their obligations either by payment or deferment has been closely adhered to, however, and our collections have been satisfactory.

FINANCIAL REPORT

Publication of the financial report for the fiscal year ending June 30, 1921, has been delayed for various reasons. It is hoped, however, that the compilation of imcompleted schedules can be finished by the first of May. The segregation of the Rooming account will facilitate the preparation of the report for the current fiscal year, and every effort will be made to have it ready for publication in August.

ACCOUNTING

Increase of Office Work	The transactions of this office have increased 20% over last year. This is true both of the amount of funds received and disbursed and the number of entries required
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and receipts issued. No addition has been made to the office staff, and we are carrying an overload at the present time. Even without any further increase of enrollment the building program planned for the next few years will involve a very considerable increase of important office work. We are considering now the purchase of a bookkeeping machine. The addition of this equipment may result in the saving of sufficient time to make it possible to take care of the increased amount of work without adding to the staff. This will, of course, depend somewhat upon the nature and extent of the increased load.

New**Equipment**

A bookkeeping machine will simplify the student records of the cashier's office. All of our other books of account, however, are well adapted to requirements and furthermore will admit of expansion to meet an increased number of transactions and added operations. We plan to prepare a form of monthly report of all rotary accounts for next year and if possible regular monthly statements of departmental accounts should be furnished heads of departments. We prepared a form for the latter this year but have been unable to use it because of pressure of other work.

**Examination
of Accounts**

During the month of January Mr. C. F. Miller of the Auditor of State's office made an examination of our accounts for the period from January 1, 1914, to January 1, 1922. This audit did not include the Ogden Building Fund account, and a separate audit of this is now being made by an accountant employed by the Finance Committee. Mr. Miller's report has not been received to date but will probably be available before the June meeting of the Board. We understand that hereafter the Auditor's office plans to make an examination of our accounts as frequently as once each year if possible. It is desirable from our standpoint that this be done in order that any errors may be corrected as soon as possible and all disbursement of funds may be in full accord with the requirements of the Auditor's office.

II. Operation and Maintenance

BOARDING DEPARTMENT

Readjustments This year has been one of constant readjustments in the Boarding Department. At the opening of school we had the largest number of regular boarders we have ever had during a regular college year. With the temporary dining hall which was constructed for the spring term last year we were able to provide for every one. Every unit was taxed to the utmost capacity however. Under such circumstances it is extremely difficult to maintain standards of service and food preparation and to gauge accurately the required quantity of food. Furthermore, in a department which is operated continuously every day in the week with an overload, the morale of the organization necessarily suffers to some extent. The necessity of securing relief by completing and equipping the East Hall dining rooms involved very careful economy of management. All of these factors contributed to the difficulty of the problems of the supervisor and the managers. Notwithstanding these handicaps, however, the students felt that the board served was more satisfactory than heretofore.

Immediately after the Christmas vacation the new unit in East Hall was opened with a capacity of 225. This necessitated a redistribution of operating force as well as students. Meanwhile the usual decrease in enrollment by withdrawals from college and transfer of men to fraternity boarding clubs occurred with the result that all of the units except East Hall instead of being operated with an overload have had a smaller enrollment than their ordinary capacity. The difference between an overload and an underload in the amount available for overhead expenses is considerable and cannot be entirely equalized by reduction of forces for the reason that some salary items and many charges such as fuel, ice, rent, etc., are fixed. Furthermore, a decrease in the number of regular boarders below the capacity affects to a certain extent economy in food supply. Exceedingly good management and co-operation were required to effect these readjustments without heavy losses and a certain amount of friction.

Food Prices

Food prices for October 1 represented a decline of approximately 34% from the corresponding date last year. Prices as of January 1 represented a decline of 22% from the corresponding prices last year at the same time. Prices as of April 1 are almost identical with prices of the same date last year. The decline in food prices, however, took place largely between June of 1920 and June of 1921, and the cost this year has averaged approximately the same as for May and June last year. Since January 1 there has been a slight reaction in the downward trend of prices, and the increased cost on a number of important items has been very noticeable. It will be seen, therefore, that the reaction in food costs occurred concurrently with the decreased enrollment in the several units, and this made the readjustments more difficult.

Food**Allowance**

During the first six months of the current year when we were working under the necessity of purchasing equipment and completing the construction of the East Hall quarters, only 60% of the income from regular boarders was used for food and 12½% of the total income was made available for equipment and extension. Since January 1, 73% of the income from boarders has been used for food. We plan to use 70 to 73% of the income for food during the remainder of the year. With our present enrollment and fixed overhead charges this will just about enable the department to operate without a loss. The department, however, is paying to the rooming account a total rental of \$400 per month, or \$4,800 per year, covering use of quarters, water, and heat, and building repairs, and is carrying all salaries and other overhead properly chargeable to it. The current budget provides adequately for replacement of equipment so that without there being an immediate necessity for extensions it seems wise to put as large a per cent of the income as indicated into food.

Capacity

The department has a capacity as follows:

Bishop Hall	140
Hepburn Hall.....	160
East and West Halls	240
Commons	216
Total.....	756

If necessary, and for a limited length of time, the balcony of the Commons can be utilized and the capacity increased by 84, making the total capacity 840.

Proposed New Dining Rooms With any normal increase of the enrollment of the college next year this should be adequate to meet the demands until the fall of 1923 when the new girls' dormitory to be erected south of Spring Street should be available for occupancy. This will have a dining room capacity of 250 and will have the most adequate kitchen and service facilities on the campus. In the event that Ogden Hall is also completed and a cafeteria and dining room operated in it, the facilities then available should be adequate to care for normal enrollment increases for the next five or six years at least.

Ultimate Use of The Commons We are still planning, upon the completion of the new girls' dormitory and Ogden Hall, to vacate the Commons and use it entirely for banquets, alumni luncheons, and social functions as outlined in this report last year.

Primary Function of Department In the last analysis the primary function of the boarding department is to serve a properly balanced menu in quality and quantity which is satisfactory to students, and to do this at a reasonable cost. Judged from this standpoint last year's operation was the most satisfactory we had ever had up to that time, and I believe that the results this year have been a further improvement over last year. Several factors have contributed to this result. With the opening of the college year 1920-21 the boarding rate was increased. Since that time price declines have made it possible to serve a larger amount of food and to improve the grade of food purchased.

Conferences with Students The plan inaugurated last year by Miss Feeney and continued this year by Miss Schlenck of having conferences with committees of students from the several boarding units has had two important results. The supervisor of the department has been able to determine more accurately the items which students do not like and eliminate them from the

menu, and furthermore has been able to sense more accurately from week to week the tastes of students which vary somewhat with the seasons, pressure of work, etc. The supervisor has been able to interpret for the student committees and consequently to "sell" to the boarders the reasons for balancing food items.

The Commons I do not feel that we have solved successfully the problem of serving men and women in the same boarding unit as we are attempting to do at the Commons. The supervisor and manager for several years have been endeavoring to operate the Commons in such a way as to give satisfaction to the men eating there. Every year, however, the number of men eating at the Commons has decreased greatly between September and the spring months. I do not see how we can make any radical departure next year from our present policies at the Commons, but I trust that with the completion of Ogden Hall which we hope will be September, 1923, we can operate a boarding unit for men at a reasonable cost which will meet their demands in every way. Of course, by increasing the boarding rate we can at any time serve a menu which will be satisfactory to all men, but it has been our policy to limit the price so that the men in limited circumstances would be able to get an adequate amount of food at a reasonable price. Those who are able and willing to pay more can, of course, always have their demands met elsewhere. The boarding unit of Ogden Hall should be operated so that board can be furnished at a minimum rate with the possibility of charging for extra items.

Service On the whole the service both on the part of the regular kitchen employees and student waiters has been more satisfactory than heretofore. The managers have taken an unusual personal interest in the operation of the department. The supervisor at the present time is making some investigations in connection with purchasing which probably will result in a considerable saving.

Breakage The breakage of equipment during the first three months of the year was extremely heavy. This was due in part to the fact that the forces were working under great pressure, but even with this taken into consideration the loss was unreason-

able and uncalled for. Every one in the department is endeavoring to curtail the loss during the remainder of the year, and we expect that there will be a great decrease in the per cent of loss and breakage.

Bulletins We have not succeeded in publishing bulletins relating to our general plan of operation as had been planned. Our menus may not be better than those of boarding departments elsewhere and probably have defects which have been remedied in other departments. I believe, however, that we have a general organization and plan of operation here, some features of which could be adapted profitably by other colleges. The bulletin which was prepared by Miss Feeney about two years ago has attracted the attention of teachers of institution economics and of a number of boarding department managers. The experience with this bulletin has convinced us that one or two other similar publications would serve as a contribution and perhaps would stimulate publication of similar pamphlets by other institutions. We hope that it will be possible next year to collect and publish some of the material which we have in mind.

Report of Director of Department Miss Schlenck, the supervisor of the department, is reporting elsewhere in more detail on the operation of the department. (See page 126.)

Appendix Tables In the appendix will be found the following tables:

- I. Boarding department budget as of April 1.
- II. Comparison of number of boarders served in 1920-21 and 1921-22.
- III. Quantities of food items used during the year 1920-21.
- IV. Summary showing breakage and loss of equipment for the first three months of the current year.
- V. Inventory of equipment as of January 1.

REPAIRS

Funds available for repairs and replacements have on the whole been spent very carefully this year. In addition to the regular plumbing, steam lines, and general maintenance repairs, the following major repairs have been made:

1. Fifteen showers in men's dormitories replaced at approximate cost of \$900.

2. North section of gymnasium basement made available for use as locker and team rooms, thereby adding approximately 3,000 square feet of floor area.
3. Painting.
 - (a) Two sections of rooms and all toilet and shower rooms in men's dormitories.
 - (b) 14 rooms in South Pavilion, McGuffey Hall.
 - (c) 7 rooms in North Pavilion, McGuffey Hall.
 - (d) Central hallway, part of main floor, and two rooms in gymnasium.
 - (e) Industrial Arts drawing room in Main Building.
4. Partitions of old boiler room in Main Building removed. Boiler room filled and remodeled, with resulting addition of 18,360 square feet floor space available for Industrial Arts Department.

Extensive replacements of furniture in the living rooms of the girls' dormitories have been made, and lighting equipment in the Auditorium has been replaced with more modern fixtures. Small repairs have increased appreciably over last year, and we anticipate that there will be a continued increase from year to year. We feel that it will be necessary to add another general repair man to the staff next year. This man should be able to take care of a considerable number of our smaller repairs to plumbing, electrical, and heating equipment.

MAINTENANCE OF THE CAMPUS

As indicated previously in this report the requirements of the Physical Education Department for additional playground facilities and improved condition of playing fields and the necessary improvement of sections of the campus have made it increasingly difficult during the past few years to maintain the campus in even reasonably satisfactory condition. By curtailment of expenses at certain times and careful planning Mr. Devine has been able to stay within the appropriations which we have had available for wages. The employment of a gardener who under Mr. Devine's direction would look after the shrubbery and trees and supervise the maintenance of sections of the campus and additional appropri-

ation for wages would enable us to make many improvements in the appearance of the campus. In connection with the construction of new buildings within the next few years it may be possible to complete the grading of the area northeast of the Main Building and the playing fields north of Fraternity Row. We have available for use during the next year about \$2,200 for extension of walks and roads. Completion of the concrete drive from the men's dormitories to High Street will necessarily be charged against this appropriation and will leave very little for the walks which should be constructed within this same area. If the next legislature will appropriate \$5,000 for walks and drives, we probably can complete the extensions which should be made within the next three or four years.

III. New Construction

East Hall In order to provide sufficient room for our anticipated enrollment it became necessary during the summer to increase dormitory accommodations. In the early part of July a plan for financing another dormitory similar to the one built two years ago south of Spring Street was arranged and construction begun on August 15. Rooms for 58 girls were finished for occupancy on December 10, and the remainder of the dormitory was occupied immediately after the Christmas vacation. The approximate cost of the building was \$70,000. This included the finishing of the entire basement for use as a boarding department. This includes two dining rooms, one for the girls occupying East Hall and the other for West Hall students. The kitchen located between the two serves both. The building was constructed by force account. Under the superintendence of Mr. Van Ausdall, the plumbing, heating, electrical work, and pipe covering were contracted for. Materials for other parts of the work were purchased by the university and labor employed either on a time or contract basis. All purchasing and accounting were handled thru our general office without additional expense. We have estimated that this method of construction resulted in a saving of $12\frac{1}{2}\%$ or \$9,000.

- Brick Stack** A brick stack which has been needed for several years and an additional boiler were added to the equipment of the power plant. The general specifications and the cost of these are referred to in the president's report.
- Boiler**
- New and South Cottages** In order to provide a site for the new girls' dormitory south of Spring Street the university purchased at the beginning of this year the two properties formerly owned by Reverend Ewry and Mr. Goshorn and rented for a number of years as "New" and "South" cottages. The university purchased also the vacant ground in the rear of them owned by Mr. and Mrs. Bonham. The ground involved in this acquisition has a frontage on Spring Street of 132 feet and a depth of 425 feet. In order to realize the largest salvage possible from the two houses, vacant lots on Collins Street located within one square of the campus were purchased and the houses moved to these lots and rehabilitated. They are ready for occupancy, and it is expected that they will be sold this summer. It is hoped that thru this method of disposing of these houses the net cost of the site for the dormitory will be four or five thousand dollars less than would have been the case had the houses been sold for salvage.
- McGuffey Lunch Room** The last legislature appropriated \$3,200 for a lunch room for the McGuffey Training School. It was the intention to construct a frame building similar to the portable school houses now in use in many cities on the McGuffey playground south of Spring Street. A new plan has been developed, however, involving the excavation of additional room under the south pavilion of the McGuffey Building. The additional room when joined to a present basement room will have a total floor area of 12,000 square feet, sufficient room to accommodate 150 to 160 children during the noon hour. The cost of this work will be less than the cost of the portable building, the heating and cleaning problem will be less difficult, and the improvement will be a permanent one. It is expected that this work will be completed before Commencement.
- Direct Radiation** Contracts will be let during April for the addition of a direct radiation system in the South Pavilion. The indirect system has not kept the building sufficiently warm in severe weather.

Concrete Walk During the summer of 1921 the brick walk running east and west in front of the Auditorium was replaced with a twelve foot concrete walk. This walk has improved the appearance of the campus and has been adequate for the crowds before and after chapel.

West Hall Porch A porch is being constructed in the court of West Hall.

Construction of New Buildings The question of whether or not new buildings are to be constructed under a general contract, by special contracts, or by force account is now under consideration. The state officials are not favorable at the present time to the plan of construction of fireproof buildings by force account. It seems probable that the women's dormitory to be begun this spring will be built either by two or three general contracts or a number of sub-contracts. Which method will be followed in the construction of Ogden Hall and the hospital is yet to be determined. We unquestionably made a saving of at least \$15,000 thru the construction of East and West Halls by force account. These were not fireproof buildings, however, and a similar saving would probably not be possible on the new buildings. We would be greatly handicapped no doubt in the case of buildings paid for from state funds thru our inability to meet pay rolls except by payment thru the Auditor's office at Columbus. Furthermore, the larger buildings are of sufficient interest to attract a number of contractors and we might be able, particularly at the present time, to secure a very satisfactory bid on these buildings. We have insisted that heretofore the architect have a superintendent in constant charge of construction, and with this arrangement it might be possible to let a number of contracts for different sections of the work without the necessity of having a general contractor in charge. This should certainly result in a saving of from five to ten per cent.

Plans for new buildings are now being worked over much more carefully by university officials than has been the case heretofore, and I believe this will avoid unsatisfactory features from the operating standpoint. It very frequently happens that in the

preparation of plans for buildings those who have had operating experience or who have to operate the buildings are not consulted sufficiently.

IV. Insurance

Insurance on dormitory buildings is now carried as follows:

	5 Yr. Premium	
South Dormitory (80% co-insurance clause)	\$ 65,000 00	\$ 565 00
South Dormitory contents (80% co-insurance clause)	4,000 00	121 60
North Dormitory (80% co-insurance clause)	65,000 00	546 00
North Dormitory contents (80% co-insurance clause)	4,000 00	122 66
Hepburn Hall (80% co-insurance clause)	80,000 00	1,056 00
Hepburn Hall contents (80% co-insurance clause)	10,000 00	292 00
Bishop Hall (80% co-insurance clause)	140,000 00	784 00
Bishop Hall contents (80% co-insurance clause)	10,000 00	228 00
West Hall (90% co-insurance clause)	50,000 00	1,003 00
West Hall contents (90% co-insurance clause)	4,000 00	80 24
East Hall (80% co-insurance clause)	49,000 00	335 16
East Hall contents (80% co-insurance clause)	9,000 00	65 61
Total cost		\$ 5,199 37
Cost per year		\$ 1,039 88

Insurance on educational buildings is carried as follows:

Chemistry Building (80% co-insurance clause)	\$ 50,000 00
Chemistry Building contents	5,000 00
Brice Hall	10,000 00
Brice Hall contents	10,000 00
Main Building	20,000 00

It will be noted that insurance is carried only on three educational buildings and on these for very inadequate amounts. The legislature has declined to appropriate funds for fire insurance protection. The state with the amount of property which it owns could very well afford to assume the risk of destruction of buildings by fire, but this should be done on some business-like basis.

If the state would set aside in a special fund annually a certain amount of money representing the equivalent of a reasonable rate on its buildings, any buildings destroyed by fire could be replaced without delay and unusually heavy charge on the State Treasury at any one time. This method is followed in connection with the state's liability insurance. For a number of years the state of Minnesota provided for a similar fund. In a recent administration the law providing for this was repealed, and the fund which had been accumulated was depleted to a considerable extent. A building of one of the state institutions was destroyed recently at a loss of \$500,000, and the state officials were subjected by the press of the state to severe criticism.

The appropriation for use by the State Emergency Board is not sufficient to permit of the reconstruction of a state building of any size which might be destroyed by fire, and in case a fire occurred in the first year of a biennium a building could probably not be replaced for occupancy under three years. In the case of the loss of an important building this would be a great inconvenience. A law enacted by the legislature providing for the accumulation of an insurance fund could also provide that the fund should not exceed a certain amount. In this way the net expense for fire losses over a period of twenty-five years would not be greater under a plan to anticipate these losses than it would be were appropriations made at the time losses occurred.

V. Purchasing

We have continued last year's policy of purchasing for current needs only except in the case of a few items on which it seemed wise to anticipate requirements for some time ahead. Expenditures for East Hall and other construction work have limited our cash to such an extent that it has not been possible to add to our university stores supplies.

VI. Student Organizations

Statements of the finances of the student organizations have been published again this year in a bulletin which gives in detail

the income and expense of all the organizations. The total receipts of organizations supervised during the last fiscal year were \$132,846.66.

Last year the experience of organizations was checked up against the budgets more carefully from month to month than had been done previously. This same plan has been continued this year. Because of shortage of funds many students have been unable to support organizations as well as in the past, and the collection of subscriptions, dues, etc., in the case of all organizations has been much more difficult. The plan of checking operations carefully each month has enabled us by suggestion and advice to prevent deficits which otherwise undoubtedly would have occurred.

During the past three years we have received numerous inquiries regarding our method of supervising student organization finances from many colleges and universities thruout the country. Within this period there has been a very noticeable recognition on the part of college administrations that the supervision of the finances of all student organizations is necessary. It is a satisfaction to recall that during the past ten years at Miami we have been free from charges of graft and irregularities in the handling of all student organization finances, and that with few exceptions these organizations have been operated on a sound basis at very reasonable cost, and in a creditable manner.

VII. Centennial Building Fund Campaign

This office has assumed responsibility for collections of subscriptions to the Centennial Building Fund Campaign and for expenditures and investments. The correspondence and detail work in connection with this has been considerable. General business conditions have made it seem unwise to press the solicitation of further subscriptions during the year. Instead our efforts have been directed toward planning for the construction of Ogden Hall and the development of plans for various other projects which will be necessary within the next few years and which may be incorporated in the campaign projects. A plan for the financing of the hospital, suggested by President Hughes

and approved by the Finance Committee, seems possible of accomplishment without any large use of present campaign funds. In case this plan is successfully executed, it will be possible next to concentrate the attention of those interested in the campaign on the raising of sufficient additional funds for the men's gymnasium. Following is a report of the Centennial Building Fund presented to the Finance Committee on March 9:

FINANCIAL STATEMENT
CENTENNIAL BUILDING FUND

Subscriptions:

General purposes.....	\$ 134,081 08
Expenses	13,610 00
Hospital.....	525 00
Miscellaneous specific	4,007 00

Total \$ 152,223 08

Statue of George Washington—gift of Dr. S. S. Laws 15,000 00

Gift of Carnegie Foundation for Library..... 50,000 00

Grand Total..... \$ 217,223 08

Total subscriptions as above \$ 152,223 08

Payments of subscriptions in full or on account:

By cash	\$ 43,356 30	
By bonds.....	3,600 00	
By note	50 00	47,006 30

Balance due on subscriptions..... \$ 105,216 78

CASH STATEMENT

Receipts:

Cash payments on pledges as above	\$ 43,356 30
Interest on investments	377 06
Loan of S. W. Richey.....	10,000 00
Loan of Oxford National Bank....	6,000 00
Refund on purchase of real estate	1,000 00
	\$ 60,733 36

Expenditures:

Expense of campaign (for detail see next page).....	\$ 19,827 30
Payment of loans	16,000 00
Purchase of real estate (refunded)	1,000 00
Purchase of \$15,500 of Victory Bonds	15,441 70
Accrued interest on same.....	173 91
Refund	166 68
Final disposition of subscriptions (for detail see below).....	5,260 00
	\$ 57,869 59

Cash Balance \$ 2,863 77

DETAIL ON EXPENSES OF CAMPAIGN

Salaries	\$ 9,069 00
Traveling expenses	2,254 05
Office equipment.....	336 85
Express, freight, postage	681 81
Stenographic and clerical assistance	1,247 32
Printing	4,777 17
Telephone and telegraph	116 45
Office supplies	473 79
Interest on loans.....	493 12
Landscape architect fees	319 74
Dinners and entertainments	58 00
Total.....	<u>\$ 19,827 30</u>

DETAIL ON FINAL DISPOSITION OF SUBSCRIPTIONS

By cash disbursements:

To Miami University on account Cook Field....	\$ 550 00
To Miami University on account Selby property (girls athletic asso- ciation).....	600 00
To Miami University for Women's Loan Fund	3,000 00
To Miami University for Independ- ent Men's Loan Fund.....	110 00
To Miami University for Centennial Loan Fund.....	1,000 00
Total.....	<u>\$ 5,260 00</u>

By transfer of securities:

Bond received from Mr. Otis Fisk for Chas. H. Fisk Oratorical Prize....	\$ 1,000 00
Note of Independent Men's Association	50 00
	<u>1,050 00</u>
Total.....	<u>\$ 6,310 00</u>

MEMORANDUM OF SECURITIES

\$15,500 Victory Bonds purchased	\$ 15,441 70
\$3,600 Liberty Bonds received in payment of subscriptions	3,600 00
Total	<u>\$ 19,041 70</u>
Less \$1,000 Liberty Bond transferred to Miami University on account gift of Mr. Otis Fisk.....	1,000 00
Balance	<u>\$ 18,041 70</u>

VIII. Employment

There have been relatively few changes in the personnel of the operating staff during the past year. We were unable during the period of the war to increase salaries and wages to the equivalent of those paid in industries and other lines. The majority of our employees evidenced their loyalty and confidence in us by remaining thru this difficult period, and we have endeavored since to maintain salaries and wages sufficiently to equalize the higher wages paid elsewhere at the time. We are operating for 47 weeks of the year and are carrying many activities not ordinarily assumed by college administrations. For these reasons I feel that many of the members of the operating staff have to assume more responsibility than is the case in many other colleges. Our present wage scale is not higher than it should rightly be, and in justice to our conditions and to the interests of the institution which require intelligence and personal interest, I trust it can be maintained. Within the limits of this report it is not possible to comment upon the character of the work done individually by members of the staff. I should like to say, however, that the success of the organization, of course, is dependent entirely upon the extent to which each member of the staff realizes the importance of his work, accepts responsibility for the performance of it, and co-operates with the directing head and with the other members of the organization. It is a pleasure to be able to record here again my appreciation of the loyalty and support of the members of the staff during the past year.

W. P. ROUDEBUSH,
Secretary of Board of Trustees.

The Report of the Acting Librarian

April 1, 1921—March 31, 1922

I. Accessions

Since the library has been without a cataloger for the greater part of the year covered by this report, no complete view of the books acquired during the year and no accurate statement of the total number of volumes and pamphlets now in the library can be given for comparison with other years. Therefore no statistical table of accessions is printed to accompany this report; comparison with other years thus instituted could only be misleading and would not represent the number of volumes acquired or those made available for use.

Accessions for the Year Books regularly accessioned since April 1, 1921, amount to 606 volumes. This does not represent the number of new volumes received, however, and takes no account of pamphlets and government publications. During the last three months, while we have been without a cataloger, 244 new volumes have been put in circulation, though they are not accessioned or regularly cataloged. In November 47 volumes were withdrawn and donated to the Lincoln Memorial University, Harrogate, Tennessee.

We have received all the government publications that are supplied to depository libraries. The most important single purchase is the Americana (encyclopedia) 30 volumes (1921).

Gifts Gifts have been numerous; among them Thayer's Life of Beethoven, 3 volumes (1921), from the Beethoven Society; Report on Transportation Subways presented to the Bureau of Engineering, Department of Public Works, City of Chicago, 3 volumes (1909), the gift of the Chicago Municipal Reference Library; and one of the two hundred copies of the works of

Dante, bound in leather, with clasps, in the Florentine style of Dante's time, presented by the Italians of the United States on the initiative of Luigi Carnovale in commemoration of the six-hundredth anniversary of Dante's death.

II. Cataloging

During the year the library has had the services of a cataloger for four months only, from September to December. In this time 891 volumes were cataloged and 2653 cards filed. These represented purchases during that period and the preceding summer, bound books for which there seemed to be most need; time did not serve to make a beginning upon the accumulation of government documents, gifts, pamphlets, etc. Much of this material yet uncataloged of course is of considerable value and should be made readily accessible but cannot be until the library has the continuous services for some length of time of a trained cataloger. The library needs the full time of one person for cataloging alone.

Since the first of January 244 volumes, new purchases, have been put in circulation, the uncataloged, thru a system of separate open shelving and separate filing of charge cards.

III. Use of the Library

Days Open All departments of the library have been open approximately 308 days during the year, and in addition the reading rooms have been open Sunday afternoons during term time.

Appendix Tables Statistical tables showing the use of books month by month will be found in the appendix.

Reserve Books At the beginning of the year the system of shelving reserve books according to the courses in which they were used was discontinued and all were put under one alphabet. Since then no attempt has been made to identify a

reserve book with a particular course or department; hence complete statistics showing the use of reserve books by departments are not given.

Borrowed Books The library has availed itself freely of the privilege of borrowing books from other libraries for the use of faculty and students. The institutions to which we have been most indebted in this way are the University of Illinois and the University of Chicago.

IV. Staff

Cataloger In September we were able to secure the services of Miss Ina F. Nelson, a cataloger of thoro training and wide experience. Her work was highly accurate and efficient. After but four months, however, she resigned to accept a position as cataloger at Leland Stanford University.

Assistant Librarian The resignation of Miss Jennie Unglesby became effective at the same time. Miss Unglesby up to that time had borne most of the duties and responsibilities of the librarian, except that of book buying, which I had taken over since July. Her work thru this and the preceding year had been difficult and laborious and carried on with insufficient help, and her service had been most generously given; the library has since felt the lack in many directions of her experience and care.

Acting Assistant Librarians Since January the library has been carried on without trained or experienced library assistance. Mrs. G. W. Hoke, Mrs. A. J. Carson, and Miss Nellie Finch have had general supervision over the reading rooms and have been responsible for the preservation of order thruout the building, each serving for a portion of the day. In addition they have kept account of incoming periodicals, repaired old and damaged books, prepared new books for circulation, and in general found innumerable ways of being helpful. Miss Finch has also acted as typist. Work at the loan desk has for the most part been directed by Miss Charlotte Craig, desk assistant, who has also been responsible for the statistics of book circulation.

Student The following students have been employed in
Assistants various capacities, chiefly at the loan desk:

Vera Anderson.....	December-March
Herbert Anstaett....	Continuous except summer term
Ruth Baldwin.....	Continuous except summer term
Hugh Beck.....	October-March
Helen Branham.....	April
Arthur B. Clark.....	December-March
Margaret Clark.....	August-September
Newell H. Clark.....	August-September
Marguerite Crayford.....	August-November
Mae Drake.....	October, November, March
Stella Freeman.....	December-March
Mabel Hessler.....	November-March
Martha Hughes.....	October-November
Martha Jaques.....	October
Florence Kent.....	April-June
Jennie McSherry.....	March
Gretchen Marsh.....	April-June
F. Emerson Reed.....	August
Edward Rowan.....	April-June
Pauline Scott.....	April-June
Vera Sturm.....	April-June
Irene Thurston.....	October-March
Robert Van Sickle.....	December-March
Earl R. Warne.....	October-December

V. Service

New During the time Miss Nelson acted as cataloger
Books she prepared and circulated among the faculty
 weekly lists of new books as they were cataloged, and all such
 books were placed on open shelves in the lobby for general
 inspection a week before being put in circulation. This publicity
 was, I believe, appreciated by all users of the library. Since then
 all books put in circulation, since they have necessarily been
 shelved apart from those regularly cataloged, have been kept on
 open shelves in the passage behind the loan desk enclosure, and
 monthly lists of these new books have been sent to all members
 of the faculty.

Magazine Display Rack At the suggestion of the president a display rack for magazines has been installed in the west reading room to take the place of the former system of pigeon-holes. The one rack has space for only a part of the magazines, however, and the trial seems to indicate that a similar display of all periodicals kept in the reading room would largely increase the interest taken in them. These temporary racks can be made at comparatively small expense. Permanent racks could later take the place of these, but they should be postponed, it seems to me, until the new reading room addition is completed, when some redistribution of the present space will probably be desirable.

Reading Rooms These reading rooms are at present taxed far beyond their capacity; at certain hours of the day every chair is taken, and two of the seminar rooms up stairs have had to be opened regularly for the accommodation of readers. At these times, also, every table in the stacks is occupied, and occasionally readers are obliged to use the stairs.

Loan Desk This increase in the use of books has of course further increased the demands upon the desk attendants and taxed the facilities of the present loan desk. We have not been able here always to render the assistance we should desire, and on the other hand we have not been able to enforce strictly enough the rules regarding the use and return of books, especially reserve books, which not infrequently have been unduly held by borrowers. Many books are lost, or cannot be found when most needed. Our present system of charging reserve books might, I think, bear investigation.

Need of Trained Assistants The need of more room at the desk is clear, but I am also convinced of the necessity of more trained help here if we are to render the service we ought to render and that may reasonably be expected. Student help, however willing or eager, is of necessity more or less transient and inexperienced and lacking in knowledge of the inside of books; moreover the service expected here is not only heavy but is varied enough to tax the knowledge and ingenuity of the most well-informed.

**Dependence
of Students
upon Staff**

The dependence of students upon the advice and assistance of the library staff is excessive, and frequently it seems to me unnecessary in intelligent beings; certainly it is often ludicrous or pathetic. I believe only trained persons should come in contact with borrowers and inquirers, but I further believe that something might and ought to be done to render our student users of the library less childishly dependent upon the kindly, but naturally not always wise, paternalism of the loan desk. Something could be accomplished in this direction by systematic instruction of new students in the use of the card catalog and of a few other library helps and reference books, and perhaps something more by insistence that the borrower make some effort to find out what he wants before imposing the whole burden upon some one else.

A. W. CRAVER,
Acting Librarian.

The Report on Publications

Miami University Bulletin

Date	Vol.	No.	CONTENTS	Size of Bulletin	Issue	DISTRIBUTION	Cost of Printing
1921							
April	XIX..	8	Teachers Col. Catalog (reprint)	76 pp and cover	1200	Prospective students, etc.....	\$285.08
May	XIX..	9	Alumni News Letter.....	20 pp	4300	Alumni, former students, miscl.	182.90
June	XIX..	10	Administrative Reports.....	196 pp and cover	1000	Colleges, miscl.	773.50
July	XIX..	11	Financial Report.....			Colleges, miscl.	
Aug.	XIX..	12	Alumni News Letter	32 pp	4500	Alumni, former students, miscl.	227.00
Sept.	XX..	1	Report of Student Organiza-			Miscl.....	
Oct.	XX..	2	tions.....	40 pp	4700	Alumni, former students, etc..	250.00
Nov.	XX..	3	Alumni News Letter	30 pp and cover	7000	Prospective students, etc ..	280.00
Dec.	XX..	4	Summer Session Catalog....				
1922							
Jan.	XX..	5	Teachers Col. Illustrated Bul'n	32 pp and cover	3500	Prospective students, etc.....	359.37
Feb.	XX..	6	Alumni News Letter....	40 pp	4800	Alumni, former students, miscl.	281.10
Mar.	XX..	7	University Catalog.....	186 pp and cover	5000	Pros. students, colleges, miscl..	1000.00
April	XX..	8	Achieve. of Subnormal Child.		500	Alumni, former students, miscl.	
May	XX..	9	Alumni News Letter	4700		Colleges, miscl.	
June	XX..	10	Administrative Reports.	1000			

Not in Bulletin Series

Bureau of Special Education..	8 pp	600	School supt., miscl..	9.00
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The Report of the Department of Physical Education

Changes and Results

During the past year official action on the part of the administration, adopting two recommendations made by the head of the department last year, raised the department of physical education to the same level as other departments in the University. One involved the changing of the graduation requirements from 120 to 124 hours, the latter to include four hours of physical training; the other transferred the disciplinary power to the Dean's Office. The wisdom of making these changes is clearly shown by regular attendance in classes and thru the general attitude of the entire student body toward the department.

A system of classifying, examining, and grading students in physical training was framed, adopted, and put into effect for the first time in the history of the department. Previous to this time it was a case of "guessing," and a student was credited with a "P" or charged with an "F" accordingly. A system of this kind was absolutely necessary if this department was to take its place with other departments. In brief, the system embraces the following five steps:

- (1) A thoro physical examination, at which time all postural and structural defects of the student are noted, and instructions given and demonstrated for correction of same. Accordingly, he is classified as an A, B, or C student with the option of having another examination at any time and being placed in a higher group.
- (2) A written examination covering certain phases of the semester's work.
- (3) Regularity of participation in Intramural Athletics.
- (4) Attendance.
- (5) A final examination, namely, an efficiency test, including exercises in the gymnasium and on the athletic field, all of which go to test co-ordination of the upper and lower extremities, speed, agility, endurance, courage, self-confidence, and accuracy. The above plan makes

it possible to accurately rate a student as in any other subject. The success of the plan is shown by the interest and enthusiasm aroused, and the keen spirit of rivalry evident in attempting to outdo the other fellow.

Entrance Requirements Entrance requirements in physical education should mean more than the health or physical examination as given by most colleges today. The development of any such requirements would compel secondary schools to improve their courses and develop the deficient, it would force attention of the secondary schools on its importance and thus raise the standards of the high school.

However, if it is not practical to adopt definite standards at this time, I firmly believe that the administration should take the first step and offer elective credit, to the extent of one unit, in physical education from certain accredited high schools and preparatory schools, beginning at some future date. Later it might be introduced as a requirement.

Physical Examinations Each student in the department was given a careful physical examination which served as a basis for advice regarding exercises for correction of postural and structural defects, if needed. A posture drive was conducted thru-out the college year. Examinations were completed and recorded during the first ten days of college, and regular work started in the department immediately thereafter.

POSTURE DRIVE DATA:

		Pct.
Total number of students examined.....	402	
Number receiving A classification.....	69	17.1
Number receiving B classification.....	297	73.8
Number receiving C classification.....	36	8.9
Number eligible for efficiency test.....	69	17.1
Number passing efficiency test	47	68.1

POSTURAL AND STRUCTURAL DEFECTS:

Round shoulders.....	181	45.0
Right shoulder low.....	30	7.5
Left shoulder low.....	9	2.2
Drooping head.....	175	43.5
Protruding abdomen.....	194	48.2
Flat chest.....	65	16.1

Funnel chest.....	6	1.5
Pigeon chest	2	.5
Scoliosis	5	1.2
Lordosis	34	8.7
Kyphosis	2	.5
Flat feet	55	13.7

HEIGHT AND WEIGHT:

Height below 5 ft. 4 in.....	5	1.2
Weight less than 120 lbs.....	50	12.4

The above figures plainly show that the average student entering college is round shouldered, flat chested, with a decided tendency for the abdomen to protrude, and the head to hang forward. This faulty posture may be due to several reasons, the most important being that the large muscle groups of the body, namely, those of the shoulders, back, trunk and legs, have never been strengthened thru appropriate exercise sufficiently to carry the load.

All of the above mentioned defects respond quite readily to remedial and corrective gymnastics, but the department has been unable to include this most important phase of physical education in its program, due to the fact that time, space, and equipment are not available. We have attempted to place the responsibility for corrective work entirely upon the student with very little success. We have not been disappointed with results obtained from use of this substitute method of handling this phase of the work. A corrective room completely equipped with special apparatus should be included in the plans for the Men's Gymnasium.

**Intramural
Athletics**

With "One Hundred Per Cent Participation" as our motto, the department made provision for the organization and instruction of intramural teams in soccer, cross-country, relay racing, tennis, basketball, boxing, wrestling, handball, baseball, golf, and track athletics. Schedules were framed, officials and equipment provided, to enable teams to contest for the championship of the fraternities, classes, dormitories, and independent groups, in the various branches of sport. The ultimate aim has been to encourage the habit of personal work in athletics and sports and discourage the old custom of watching a varsity squad at practice and getting exercise by proxy. Previous

to this year, the extent of participation was seriously handicapped due to the fact that one-half the men in college were not affiliated with any fraternity. At the beginning of the college year there were approximately two hundred of these men in college. A plan of organization was effected with the result that six permanent color groups were formed and each allowed to elect its own leader. These six groups operated as an independent league in all branches of sport with the result that an opportunity for participation was afforded all independent men, where in the past it has been confined to a chosen few.

The intramural program was organized and administered as follows: Fall term—soccer, tennis, relay racing, and cross-country. Winter term—basketball, wrestling, boxing, and in-door track. Spring term—baseball, tennis, handball, golf, and out-door track.

During the past year, the director made a special effort to obtain data that would enable him to draw some conclusions as to the actual extent of the work and the number of students involved. A great number of difficulties were encountered in making such a computation, the main one being that in several instances the same man competed in several sports. However, we feel safe in saying that at least ninety-three per cent of the student body has been enlisted in some form of sport.

TABLE SHOWING STUDENT PARTICIPATION IN VARIOUS SPORTS

50	Intercollegiate	.....	Football	.....	Intramural	.....	40
30	Intercollegiate	.....	Baseball	.....	Intramural	.....	264
20	Intercollegiate	.....	Basketball	.....	Intramural	.....	406
..	Intercollegiate	.....	Soccer	.....	Intramural	.....	216
25	Intercollegiate	.....	Track Meets	.....	Intramural	.....	250
..	Intercollegiate	.....	Handball	.....	Intramural	.....	50
..	Intercollegiate	.....	Boxing	.....	Intramural	.....	70
..	Intercollegiate	.....	Wrestling	.....	Intramural	.....	30
..	Intercollegiate	.....	Tennis	.....	Intramural	.....	150
5	Intercollegiate	.....	Cross-Country	.....	Intramural	.....	60
..	Intercollegiate	.....	Relay Racing	.....	Intramural	.....	60
..	Intercollegiate	.....	Golf	.....	Intramural	.....	32

TABLE SHOWING NUMBER OF CONTESTS IN VARIOUS SPORTS

8	Intercollegiate	.....	Football	.....	Intramural	.....	23
10	Intercollegiate	.....	Baseball	.....	Intramural	.....	87
20	Intercollegiate	.....	Basketball	.....	Intramural	.....	279
..	Intercollegiate	.....	Soccer	.....	Intramural	.....	81
5	Intercollegiate	.....	Track Meets	.....	Intramural	.....	5
..	Intercollegiate	.....	Handball	.....	Intramural	.....	132
..	Intercollegiate	.....	Boxing	.....	Intramural	.....	34
..	Intercollegiate	.....	Wrestling	.....	Intramural	.....	36
..	Intercollegiate	.....	Tennis	.....	Intramural	.....	241
2	Intercollegiate	.....	Cross-Country	.....	Intramural	.....	5
..	Intercollegiate	.....	Relay Racing	.....	Intramural	.....	5
..	Intercollegiate	.....	Golf	.....	Intramural	.....	31
45							959

A questionnaire sent to all colleges of the Ohio College Association to learn the status of intramural sports and their importance in comparison with intercollegiate sports received answers from fifteen institutions as follows: Akron, Baldwin-Wallace, Case, Cincinnati, Denison, Miami, Mount Union, Oberlin, Ohio State, Ohio, Otterbein, Toledo, Western Reserve, Wittenberg, and Wooster. It is interesting to note how Miami ranks with other Ohio colleges in this respect. The following tables afford excellent means for making comparisons:

NUMBER OF MEN STUDENTS OF COLLEGE GRADE IN VARIOUS INSTITUTIONS

Akron	.....	400	Ohio State	.....	5000
Baldwin-Wallace	.....	184	Ohio	.....	515
Case	.....	687	Otterbein	.....	250
Cincinnati	.....	1669	Toledo	.....	275
Denison	.....	350	Western Reserve	.....	2000
Miami	.....	528	Wittenberg	.....	250
Mount Union	.....	200	Wooster	.....	340
Oberlin	.....	558			

NUMBER OF MEN PARTICIPATING IN COLLEGE SPORTS

	Inter- collegiate	Intra- mural
Akron	125	210
Baldwin-Wallace	48	....
Case	170	1650
Cincinnati	259	790
Denison	105	606
Miami	130	1628

	Inter-collegiate	Intra-mural
Mount Union	148	345
Oberlin	83	534
Ohio State	310	7319
Ohio	75	234
Otterbein	124	254
Toledo	60	36
Western Reserve	205	750
Wittenberg	180	385
Wooster	84	245

NUMBER OF CONTESTS

	Inter-collegiate	Intra-mural
Akron	41	32
Baldwin-Wallace	33	....
Case	43	64
Cincinnati	71	422
Denison	50	120
Miami	45	959
Mount Union	36	65
Oberlin	42	187
Ohio State	50	1636
Ohio	54	74
Otterbein	30	37
Toledo	37	5
Western Reserve	54	231
Wooster	51	274

Personnel

Additional trained supervision is absolutely necessary for the proper functioning of the department. Two persons rendered exceptional service as student assistants during the first semester, and it is no reflection on them to say that the department was severely hampered because of lack of trained assistants. With one trained full-time assistant and one student assistant, the department found itself better able to administer the program during the second semester.

It has been necessary to call upon other members of the faculty to instruct classes and squads in boxing, basketball, baseball, and track; also, for the purpose of officiating various intramural contests. I most strongly urge that another trained full-time assistant be added to the department for the coming year, and thereby make it possible for the department of physical educa-

tion to handle its entire program under trained supervision. Only in this way is it possible to have the closest kind of co-operation of all concerned.

Needs and Improvements Even a casual consideration of the figures presented under "Status of Intramural Athletics," will disclose the obvious fact that the greatest need for increase in facilities for exercise and general athletic activity exists indoors during the winter months when it is possible only infrequently to work out-of-doors. Handball courts, squash courts, boxing, wrestling, and fencing rooms, swimming pool, additional floor, locker, office and shower space, would do much to relieve the pressure during the indoor season. The building of the Men's Gymnasium will go a long way in making all these developments real possibilities, and the betterment of the intramural ideal "100 Per Cent Participation" a reality. "Build the Men's Gymnasium," is the gospel of the hour.

With a decided increase each year in the intramural program, there should be some provision made for an intramural fund to cover the cost of equipment and trophies. This is necessary in view of the fact that all students registered in the department are required to participate in intramural athletics one hour out of the three hours per week required in physical training. Heretofore, a sum only sufficient to cover the cost of the trophies has been set aside by the Athletic Association. Inasmuch as this is a part of the physical education requirement, it is only proper that a definite fund be set aside each year for this purpose. I am not sure whether or not the Athletic Association should bear this expense.

During the coming summer, Cook Field should be graded, set with drain tile, disked, harrowed, rolled and planted with blue grass. This would make it possible to locate four baseball diamonds, four soccer fields and a half-dozen volley ball courts for use the coming year. The construction of twelve tennis courts should not be delayed any longer. At least fifty per cent of the student body is attempting to play this game on four

courts at present, with the result that about forty-five per cent must be satisfied with getting their recreation and exercise by proxy.

Statistics See Appendix for officers and representatives of Intramural Athletics, records of games played, and schedules.

JAMES G. BLISS,

Director of Intramural Athletics.

Physical Education for Women

Object of the Work The aim of the department of physical education for women is to promote health and efficiency of the student thru the development of motor control, mental and physical co-ordination, and to create the spirit of good sportsmanship thru the exercising of self-discipline.

Enrollment

Freshmen L. A.	150
Freshmen T. C.	215
Sophomores L. A.	99
Sophomores T. C.	71
Specials	39
Total	574

Attendance Physical education is required of all freshmen and sophomores two hours a week with the exception of the sophomores of the Teachers College of whom one hour is required.

Examinations During the first month of school, previous to the outdoor season, every student taking required work in physical education is given a medical and physical examination.

Plan of the Work 1. Outdoor Season, September to Thanksgiving.
The class work consisted of hockey and tennis, chiefly. At the end of the season each girl was given an examination in the sport she elected. The hours from four to five in the afternoon were open to all classes for voluntary practice in hockey. The season ended with an inter-class elimination tournament, which was won by the sophomores of the Liberal Arts

College. Class and inter-class tennis tournaments were also played. The college champion for the season was Edna Maxwell.

2. Indoor Season, Thanksgiving to Spring Vacation. The work covered during the class hour consisted of marching, floor work, apparatus work, and games. The apparatus work was organized on the competitive basis, with squad captains in charge. An in-door meet between the freshman and sophomore classes was held March 31. During the season there was voluntary work in dancing and basketball. There was a round robin inter-class basketball tournament, which was won by the sophomores of the Liberal Arts College. The "M" association gave a banquet in honor of the winning team. On March 31 the annual Bishop-Hepburn basketball game was played.

3. Outdoor Season, Spring vacation to June. Class work during the outdoor season consisted of baseball, track, tennis, and archery. Each student was allowed to elect her sport.

Women's
Athletic
Association

1. Reorganization. The athletic association was reorganized, a new constitution drawn up, and a point system, as promoted by The Women's Athletic Association of America, was adopted.

2. Athletic Board. A council consisting of seven students, the Dean of Women and the members of the Physical Education Department act as an executive committee for the Women's Athletic Association.

William
McGuffey
School

The work in McGuffey School has been carried on as follows: Instruction in physical education is given daily to the first five grades by the room teachers and one hour a week by the physical instructors. Lessons from William Skarstrom's "School Room Gymnastic Lessons" are used. The seventh and eighth grades and first year high school meet twice a week for forty-minute periods, under the direction of one of the members of the Department of Physical Education. A student assistant conducts, under supervision, two thirty-minute periods a week for the second, third, and fourth year high school students. High school girls had two hours a week of basketball, coached by the instructors in physical education.

RECOMMENDATIONS FOR IMPROVEMENTS AND
ADVANCEMENT OF THE WORK

1. Instruction
 - Physical director for McGuffey School
 - Student Assistants.
2. Equipment
 - Steel lockers for each girl
 - Schematograph (posture machine)
 - Spirometer
 - Vertical ropes
 - Beat boards
 - Tumbling mats.

MARGARET E. PHILLIPS,
Director of Physical Education for Women.

The Report of the Medical Director

April 1, 1921—March 31, 1922

Influenza Epidemic

The outstanding feature of this year's medical report is the influenza epidemic. Previous to the opening of school in September there was common report and rumor of many cases of "Summer Flu" in this part of the country. When school opened we at once began having mild influenza among the students. The September hospital report shows three cases treated in the hospital; besides this, there were very many mild cases treated in the clinic. The ensuing months were but a repetition of this until toward the end of January when the condition assumed real epidemic proportions. It will be noted that in January there were twenty-nine cases treated in the hospital; in February eighty-five; in March fifty-two.

It was necessary to expand the hospital quarters by taking over the whole of the second floor of Bishop Hall and putting extra cots in many of the rooms—altho we were very reluctant to do this. We were fortunately able to obtain four extra trained nurses from Cincinnati, and we had the very willing and helpful assistance of students from the class in Hospital Training, but our resources were taxed to the utmost. Nor is the showing of the hospital the entire tale. The clinic was overcrowded with mild cases, there were many sick in fraternity houses, dormitories, halls, and private rooming houses, and very many more, who lived within easy traveling distance of Oxford, went home.

Fortunately, we have no deaths to report. The only case of pneumonia the Director has knowledge of occurred in a student who was sick at home. But we had many and troublesome complications among which may be mentioned acute bronchitis, middle ear and mastoid disease, sinus infection, neuritis, and arthritis. And then the convalescence was so slow in many cases. Students

went back to their classes before they had any business to do so, relapses occurred, and great physical prostration lasting for weeks after the acute attack was the rule rather than the exception in the majority of cases.

Physical Examinations The physical examinations were made as usual this year with the help of Mr. J. G. Bliss, physical director, Miss Phillips and Miss Leeds, physical instructors of women.

The report is as follows:

	No. Examined	Physically Defective	Per Cent Defective
Men.....	491	125	25
Women... ..	682	227	33

The ratings A, B, and C are maintained as before and every endeavor is made to bring the B students (those with remediable physical defects) into Class A. To this end very many re-examinations are made all thru the year and many students are changed from B to A grade physically.

As a comment on this matter tho, the Director can do no more than quote from his report of last year: "This work, however, has not been as successful as it should have been for various reasons, the chief of which is that the time of the Medical Director is so taken up with the routine and necessary details of professional attendance on the sick in hospital and clinic. It ought to be possible to transfer seventy-five per cent of the Class B students into Class A." This quoted comment is particularly pertinent this year with our greatly increased enrollment.

McGuffey School An innovation was made this year in the physical examination of McGuffey School children. Invitations were sent to the mothers of pupils to be present and we have every reason to be gratified at the response which appears in the report. The advantage of making the physical examination a mother's conference also is obvious. The examiner is careful to explain in the simplest terms to the mother the nature of any defect found in the child and advise as to the necessary steps in the matter of treatment.

In the cases of children examined whose mothers are not present a copy of the examination is sent to their parents together with recommendation for treatment. Then the school nurse makes follow-up visits and every endeavor is made to advance the physically subrated children into the Class A grade.

REPORT OF PHYSICAL EXAMINATIONS

MCGUFFEY SCHOOL

	Number Examined	Mothers Present	Physically Defective	Per cent Defective
1st Grade	50	28	30	60
2nd Grade	44	15	26	59
3rd Grade	39	17	28	72
4th Grade	22	9	16	72
5th Grade	31	9	18	58
6th Grade	33	12	20	66
7th Grade	29	10	11	38
8th Grade	20	1	8	40
1st High	23	1	6	26
2nd High	30	2	12	40
3rd High	30	1	7	23
4th High	24	..	3	12.5
Totals	375	115	185	49

**Hospital
Report**

Analyzing the hospital report, it appears after cancelling the influenza cases of last year and this year that despite the increased student enrollment of this year, there is an actual and relative decrease of hospital cases this year, and this fact is also apparent in the attendance at clinic.

There were twice as many women hospital patients as men, and this is based on their relative enrollment in school. In the clinic this discrepancy is not so marked, but here, too, the women slightly predominate. The total number of men students who were inmates of the hospital is thirty-nine per cent of the men students on the campus, and seventy-seven per cent of the women were in the hospital. A slight reduction from these figures would have to be made because some students were in the hospital more than once, but the reduction would be inconsiderable, and it may be safely asserted that thirty-five per cent of the men and seventy-five per cent of the women were treated in the hospital.

In this connection it should be understood that our hospital should not be judged as an ordinary urban hospital. If students are sick enough to stay away from their classes for a day or more, we make every endeavor to bring them into the hospital, so that very many cases who would not be considered hospital cases at all in their home community become hospital cases here in college where there are no adequate arrangements for giving them proper medical care and nursing on the outside.

WADE MACMILLAN, M. D.,
Medical Director.

HOSPITAL PATIENTS
TOTAL NUMBER FOR YEAR—713

DIAGNOSSES	1921							1922			
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
Appendicitis—acute	1	..	..	..	..	..	..	2	4	1	8
Appendicitis—chronic . . . . .	..	4	..	..	4	1	4	..	2	..	15
Adenitis—cervical.	1	..	..	..	..	1	..	..	..	..	2
Arthritis—knee—traumatic	1	..	..	..	1	..	..	..	1	2	5
Abscessed—tooth . . . . .	..	1	..	..	..	..	..	..	..	..	1
Antityphoid—vaccination . . . . .	..	1	..	..	..	..	..	..	..	..	1
Amenorrhoea . . . . .	..	..	..	..	..	..	..	1	..	..	1
Abdominal pain—no diagnosis . . . . .	..	..	..	..	1	1	..	..	..	..	2
Bursitis—acute—prepatellar	1	..	..	..	..	..	..	..	..	..	1
Bronchitis—acute	1	2	..	3	2	5	2	..	4	..	19
Conjunctivitis—acute	2	..	..	..	..	1	2	..	..	2	7
Chicken pox . . . . .	..	..	..	..	3	..	..	..	..	..	3
Carbuncle—neck . . . . .	..	..	..	..	1	..	..	..	..	..	1
Contusion—leg . . . . .	..	..	..	..	1	..	..	..	..	..	1
Contusion—thigh . . . . .	..	..	..	..	..	2	..	..	..	..	2
Contusion—shoulder . . . . .	..	..	..	..	..	1	..	..	..	1	2
Contusions—general . . . . .	..	..	..	..	..	1	..	..	..	..	1
Concussion—cerebral . . . . .	..	..	..	..	..	1	..	..	..	..	1
Cystitis—acute . . . . .	..	..	..	..	..	..	..	1	..	..	1
Dismenorrhoea	10	3	3	..	..	1	3	3	2	3	28
Dislocation—knee . . . . .	..	1	..	1	..	..	..	..	..	..	2
Dermatitis—poison ivy . . . . .	..	6	..	6	1	..	..	..	..	..	13
Dislocation—patella . . . . .	..	..	..	..	..	1	..	..	..	..	1
Diet—post-appendectomy . . . . .	..	..	..	..	..	..	..	1	..	..	1
Exhaustion	1	2	..	..	..	6	1	3	2	2	17
Eruption—3rd molar tooth . . . . .	..	1	..	..	..	..	..	..	..	..	1
Enteritis—acute . . . . .	..	..	1	..	29	9	..	..	..	..	39
Eczema marginatum . . . . .	..	..	..	..	..	..	..	1	..	..	1
For observation—no diagnosis	1	3	..	..	..	..	..	..	..	..	4
Furunculosis . . . . .	..	..	..	..	1	..	..	..	..	..	1
Fracture—clavicle . . . . .	..	..	..	..	..	..	..	..	1	..	1
Gastro-enteritis—acute	6	4	1	8	15	17	1	2	5	6	65
Gastritis—acute . . . . .	..	4	..	..	2	5	5	5	3	3	27
Haemorrhoids	1	..	..	..	..	..	..	..	..	..	1
Hysteria . . . . .	..	..	1	..	..	..	..	..	..	..	1
Influenza	7	3	4	3	16	12	11	29	85	52	222
Intestinal toxemia	4	1	..	1	1	1	2	4	4	2	20
Infection—leg	1	..	..	..	3	1	..	..	..	..	5
Infection—foot . . . . .	..	1	..	..	1	1	..	..	..	..	3
Infection—finger . . . . .	..	..	..	1	1	1	..	..	..	..	3
Infection—toe . . . . .	..	..	..	..	1	..	..	..	..	..	1
Infection—hand . . . . .	..	..	..	..	..	..	..	..	..	1	1
Infection—face . . . . .	..	..	..	..	..	..	..	..	..	3	3
Insanity . . . . .	..	..	..	1	..	..	..	..	..	..	1

[illegible]

HOSPITAL REPORT SUMMARIZED

	1921							1922			Totals and Averages
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	
Number patients.....	63	59	16	28	104	93	46	68	134	92	713
Men... ..	15	11	2	10	22	29	11	14	39	32	189
Women.....	47	48	14	18	82	64	35	54	95	60	524
Per cent based on registration:											
Men.....	4.1	2.7	.5	2.	4.3	6.	2.2	3	8	7.2	4
Women.....	9.1	8.7	2.8	2.5	11.3	9.5	5.2	7.9	13.8	9.3	8
Average number days per patient:.....	2.7	3.13	4.8	2.9	2.4	2.4	3	3.5	3.2	4	3.2
Average No. of patients in hospital daily:.....	9	6	5	8	11	11	8	11	22	13	10.4
Per cent students in hospital for year:											
Men.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39
Women.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	77

REPORT OF CLINIC SUMMARIZED

	1921							1922			Totals and Averages
	April	May	June	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	
Number treatments.....	1150	1107	418	639	1466	1273	778	1505	1720	1680	11,736
Daily average.....	38	35	30	35	47	42	45	51	61	54	43.8
Number patients.....	350	372	121	309	449	383	295	465	494	445	3,683
Men.....	150	155	40	115	177	158	113	176	203	196	1,483
Women.....	200	217	81	194	272	225	182	289	291	249	2,200
Percentage based on registration:											
Men.....	32	38	10	24	31	30	23	36	43	43	30.9
Women.....	40	42	15	34	37	32	26	42	43	37	34.8

The Report

of the

Director of the Boarding Department

The Staff With the exception of Mrs. Frances Graham there was a complete change of personnel in the management of the boarding department with the opening of school in September. Mrs. Graham moved from Hepburn Hall to Bishop Hall to take the place of Miss Helen Edwards who resigned to be married. Mrs. Mary Deem, of Eaton, Ohio, who came to us thru the Civil Service Commission, assumed charge of the work at Hepburn Hall. Miss Catherine Prudent, a graduate of the two-year home economics course at Miami in 1918, took charge of the Commons in place of Miss Alice Hull who resigned to accept a position in the Sandusky, Ohio, schools. Tho East Hall was not opened until the middle of December, Mrs. Sara Marshall reported for duty the first of November in order to have the table linen ready and other preliminary work done before the rush of actually getting the girls settled.

The managers have co-operated in every way possible so that the work has run along smoothly all endeavoring to do it in the best way.

Labor We are employing thirty people to take care of the work in the kitchens and dining rooms and few changes have been made during the year. A certain amount of shifting from one kitchen to another was necessary, and it has proved satisfactory in every case.

With the opening of the kitchen at East Hall, it became necessary to add to our forces. We were able to promote to the more responsible jobs people who had already given us good service in other capacities. We have been fortunate in finding responsible people to take the places thus left vacant. With the general unemployment throuout the country, it has been much easier to get people of the right caliber than it was during the

war. We have also endeavored to give a wage commensurate with work required and have thus been able to require the very best service.

Each manager feels that she is receiving good co-operation from those working in her kitchen and the supervisor has encountered only the best of feeling combined with a spirit of pride in doing the job well. It has been possible to set aside a room for the maid in each dormitory. Such an arrangement has proved satisfactory from the standpoint of the university and of those filling the positions.

Buying Because of unsettled market conditions, buying has been confined to satisfying our immediate needs. Commodities such as bread, butter, meat, and milk bought regularly and in large quantities, one firm furnishing most of the supply of each, have been investigated in regard to quality and price at some time during the year. Reductions in the market price of staples such as sugar and cereals have been offset to a certain extent by the scarcity and consequent high prices of canned fruits and vegetables. We have estimated the general price level to be about thirty per cent lower than that of last year. The boarding charge remaining the same, we have endeavored to use the extra funds thus made available by making improvements in the food. It has been possible to purchase better cuts of meat, a move which has made our dinners much more satisfactory. Such fresh fruits and vegetables as the market offered have been within our reach thus making it possible to give a more varied menu.

Milk Supply The same policy in regard to the milk supply as was pursued last year is being carried out this year. The milk is furnished by two men who have been interested in keeping it up to standard and above question in regard to fat content and bacterial count. The results of the tests made in our laboratories have been reported to them and in case of a falling off in any way, effort is made to correct it. Both men have made it easy for us to visit the dairies and thus satisfy ourselves as to cleanliness. We have no difficulty in procuring the amount needed and we feel satisfied that our supply is above question in every way.

Catering

Because of the congested condition of the dining rooms the first of the year, it was almost impossible to do much extra work in the way of catering. With the opening of the new unit at East Hall this congestion was relieved and we were willing to do as much as seemed advisable, trying not to make the burden too hard at any one place. Each manager assumed full responsibility for affairs in her dormitory and with a proper distribution it did not fall too heavily on any one. It seems reasonable to have the students cared for on the campus, and with proper management we feel that should there be a demand more of it can be done next year. Our rule of holding a banquet in just one of the dining rooms on any particular evening was strictly adhered to, but with the year's experience we have come to the conclusion that with the five dining rooms, at least two extra affairs can be cared for.

Our one drawback in doing the extra things is our lack of equipment for them. It is difficult to use the same linen, dishes, and silver as are regularly used, and if the department is to do the catering asked for the supervisor would recommend that special equipment be kept for this purpose. There is a certain amount of satisfaction derived from planning a meal for a smaller group when plans which are not possible for our larger number can be carried out. With the concern about equipment eliminated, those in the department are of the opinion that there would be a return commensurate with the extra labor involved.

**Boarding
Charge**

Rates of \$4.50 and \$5.00 begun in September of last year have been charged this year. The charge of forty cents for single meals has been continued. Sunday dinner is the one exception for which a charge of sixty cents is made. The usual plan of allowing 70% for food plus transportation and 30% for overhead has been followed.

Unless the price level becomes much lower the department would not recommend a lowering of the boarding rates. The improvements made possible because of the higher boarding charge have made the meals on the campus more satisfactory and have

lessened the "going up town" for additional food. Student sentiment, according to the menu committees, is in favor of keeping the charge as it now stands.

Housekeeping and Refurnishing The managers have felt that the housekeeping was easier this year because we have been fortunate in securing good housemen and good maids. They have kept the buildings in good condition from the standpoint of cleanliness and have helped in keeping up necessary repairs.

With the exception of Bishop Hall, where the work is heavier, the cleaning of bathrooms has been included in the maid's work. Heretofore some one from the outside has come in three times a week to do bathroom cleaning. This year the maids have been able to give daily attention to this part of the work thus keeping them in better order in every way.

There have been additions or replacements of furniture in each of the dormitories during the year. Draperies were bought for Hepburn Hall parlor. Last year's plans for the Bishop Hall music room were carried out by purchasing two reed chairs and a settee, and using the same cretonne for upholstery and draperies. Draperies, a rug and wicker chairs were bought for West Hall lobby making the entrance more attractive and giving the girls a place other than the living room in which to gather.

East Hall The boarding unit at East Hall was ready for operation when college opened after the Christmas vacation. The unit consists of the one kitchen serving two dining rooms, one for those living in East Hall and one for those living in West Hall (called East Hall before the erection of the present East Hall). Those in the West Hall dining room had been served in the Annex, a temporary frame building connected with Bishop Hall. Most of those in the East Hall dining room had been eating in the Commons. A few were in the Annex, Hepburn Hall, and Bishop Hall.

After determining our needs, equipment was purchased, keeping both quality and price in mind. After investigation, most of the kitchen equipment was secured from John Van Range Company, the dishes from Dean and Kite Company, both of Cincinnati. The type of dishwater was changed from a Blakeslee to a Crescent, as

we were confident it would decrease the dish breakage. It has fulfilled our expectations in this respect, but has not proved entirely satisfactory because of the "hard" quality of the water in Oxford and from the standpoint of the amount of electricity consumed.

After three months of operating we feel that the new unit is running smoothly and is satisfactory to the students.

There is still furniture to be bought but we are pursuing the policy of not buying until we are absolutely certain of our needs. The parlor and lobby furniture purchased from the Ohio State Reformatory at Mansfield is not adequate in amount. We need at least four more chairs, the purchase of them being definitely planned for.

There is much noise in the dining rooms resulting from the pushing back of the chairs on the concrete floors. We hope to remedy this by covering the concrete with "Battleship" linoleum.

The students have been pleased with the living arrangements at East Hall, and with the addition of the porches now being constructed feel that East and West Halls are just as desirable as the older dormitories.

Student Committees Last year's plan of organizing student menu committees proved so satisfactory that we have done the same thing this year adding a committee composed of men boarding at the Commons. The girls' committee is made up of two girls from each dining room. The men's committee consists of four men from different tables at the Commons.

These meetings have been held the day following the weekly menu meetings of the managers. The menus are placed on the board and are subject to criticism by the students. Criticisms given are then discussed and after discussion accepted unless the committee thinks them ill-advised. Any corrections made are reported to the managers in order that they may make the orders conform with the approved menu.

The committees have been a help in a number of ways. They have given the department an idea (1) of how the students feel towards certain foods and combinations of foods; (2) of what

foods are acceptable and what to omit; (3) of what the students think are strong and weak points in each dormitory. In return the students have a better idea of the aims of the department.

The men's committee has been especially valuable in giving us reasons for the fluctuation in numbers which always occurs at the Commons. Some foods acceptable to the girls have not been acceptable to the men. We have received good suggestions from both committees, not only concerning food but also about service. In short, the time spent in this way has brought good results from the amount of satisfaction given.

MARY SCHLENCK,
Director of Boarding Department.

The Report of the Chief Engineer

Repairs and Improvements

As stated in my report of last year, the tubes in boiler No. 5 had been leaking badly and had been rolled so often that further rolling was out of the question. After having this boiler inspected by the Hartford Steam Boiler Insurance and Inspection Company, and on the advice of Mr. W. G. Franz, Consulting Engineer, we had the old tubes taken out, new ends welded on and put back in place. This boiler is now practically as good as new. One ruptured tube was found in boiler No. 3; this was replaced with a new tube. The boilers and other equipment are in good repair at this time, with the exception of some small repairs to fire walls and fire door arches.

A bad leak was found in the underground steam line supplying steam to the north pavilion of McGuffey Building. About twenty feet of 3" pipe had to be taken out and replaced with new. The rest of the pipe in this trench so far as could be seen was in fairly good condition. We should consider very soon either extending the present line or putting in a new low pressure steam heating line to other buildings. During moderate weather in the spring and fall, we are exhausting steam into the atmosphere and supplying high pressure steam thru reducing valves to heat some of the buildings. This means that we are operating the plant at a considerable loss at these seasons of the year. The amount of exhaust steam is increasing all the time owing to the additional load on the engine generator.

Temporary heat was furnished to East Hall about November 1, radiators were added from day to day until about December 20, when all the radiators were installed. The amount of radiation in this building is 3499 square feet. This brings the total amount to 67,519 square feet not including mains or risers. About 500 feet of storm sewer and 278 feet of sanitary sewer were put in from East Hall to Oak Street.

The sanitary sewer from the men's dormitories had to be taken up. This has given trouble before on account of the roots from trees growing into the cement joints. About 80 feet of this was replaced with cast iron pipe, the joints being poured with lead. We will have no further trouble where this has been done.

Some changes had to be made in the conduit and wiring in the stack room at the Library building on account of additional floor construction. Changes were also made in the lighting of shower rooms in the men's dormitories.

Cost of Operation

Salaries	\$ 7,210.00
Fuel	22,850.00
Light purchased	883.02
Water used in the plant	393.50
Oil, packing, waste, compound, etc.....	316.71
Repairs to boilers	78.93
Repairs to engine, dynamos, and pumps	31.61
Lamps and batteries purchased.....	650.00
Fuses	53.06
Miscellaneous.....	26.51
Repairs to steam piping and radiators	454.94
Repairs to temperature regulator	50.67
Taking out welding and replacing tubes in boiler No. 5.	420.00
Hauling tubes to and from Cincinnati.....	64.00
New leather belt for fan in South Pavilion of McGuffey Building.....	64.63
Boiler setting cement.....	75.00
Total.....	\$ 33,622.58

Coal The average amount of coal used per month for six months ending April 1 was 367 tons. The average evaporation per pound of coal was approximately nine pounds. The average outside temperature for the six months ending April 1 was 37°.

**Electrical
Output** The average electrical output per month for six months ending April 1 was 16,302 K. W. hours. The village furnished an average of 923 K. W. hours for July, August and September and from October to April an average of 690 K. W. hours per month.

Needs

The steam trap in the manhole near the Chemistry Building is blowing steam badly. This trap has been repaired several times without much improvement. It should be replaced with a new one. The amount of steam wasted at this place would soon amount to the cost of a new trap. Several leaks on the roof of the power house should be repaired.

JNO. DEVINE,
Chief Engineer.

Appendix

FACULTY

Faculty Changes Authorized by the Board of Trustees.
Faculty Changes Since the Meeting of the Board.
Outside Work and Lectures.
Publications.

BOARD OF TRUSTEES

Officers
Members
Committees

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ALUMNI

Alumni in Graduate Schools.
A Study of the Miami Product.

SECRETARY OF THE BOARD OF TRUSTEES

Loan Funds.
Boarding Department Statistics.

Faculty

I. Faculty Changes Authorized by Board

ENTERING ON WORK AFTER LEAVE OF ABSENCE

TEACHERS COLLEGE

John Walter Heckert, professor of education and director of the William McGuffey School, entered on his work in the summer school of 1921 after a semester's sabbatical leave of absence spent in research work in Washington and New York and in the completion of a book.

LEAVE OF ABSENCE

LIBERAL ARTS COLLEGE

Fred Latimer Hadsel, professor of Latin, was granted leave of absence for the college year 1921-22 on half salary to do graduate work at Leland Stanford University.

Leon Percy Irvin, assistant professor of Romanic languages, was granted leave of absence for the college year 1921-22 without salary for graduate study in University of Paris.

Robert S. Newdick, assistant professor of English, was granted leave of absence without salary for the college year 1921-22 for graduate study at Harvard University.

RESIGNATIONS

UNIVERSITY

Clara M. Feeney, director of institution economics, resigned in May, 1921, to be married.

Ruth Eleanor Cox, desk assistant, University library, resigned in July, 1921, to accept a teaching position.

LIBERAL ARTS COLLEGE

Archer Everett Young, dean of the Junior College of Liberal Arts and professor of mathematics, withdrew from the University in June, 1921, and entered business.

John Ewing Bradford, professor of history, absent on leave 1919-21, resigned in June, 1921, to continue his work as secretary of the Board of Education of the United Presbyterian Church.

Ridgely Torrence, acting associate professor of English, completed his work in June.

Harold Milton Heckman, associate professor of economics, resigned in June to accept a similar appointment at University of Georgia.

John Sherman Beekley, assistant professor of mathematics, resigned in June to enter the graduate school at Princeton University.

TEACHERS COLLEGE

Alfred William Gross, acting assistant professor of education, completed his work in June.

Celia Grace Carroll, instructor in physical education, resigned in June to be married.

Edna Tilghman Eckley, instructor in music, resigned in April, 1921.

PROMOTIONS

UNIVERSITY

Charlotte Craig, assistant in the library, was appointed desk assistant.

LIBERAL ARTS COLLEGE

George Edkin Little, associate professor of physical education, was appointed professor of physical education and director of intercollegiate athletics.

TEACHERS COLLEGE

Jesse Vincent McMillan, professor of education and state high school inspector, was appointed professor of education, to give his full time to teaching.

Joseph Waddell Clokey, instructor in music, was appointed assistant professor of music.

Edward Potthoff, acting critic teacher, William McGuffey High School, was appointed critic teacher.

NEW APPOINTMENTS

UNIVERSITY

Mary Schlenk, A. B., Miami, 1915, Y. W. C. A. Secretary, Akron, O., was appointed director of the boarding department.

LIBERAL ARTS COLLEGE

Henry Holland Carter, A. B., Oberlin, 1907; A. M., Yale, 1908; Ph. D., 1914; professor of English, Carleton College, was appointed professor of English.

Clara Holtzhauser, A. B., University of Pennsylvania, 1914; A. M., 1915; Ph. D., 1918; professor of Latin and Greek, Oxford College, was appointed acting professor of Latin.

Harold Leroy Hoffman, A. B., Miami, 1917; A. M., Harvard, 1920; assistant in English, Harvard, was appointed assistant professor of English.

George Wellington Spenceley, A. B., University of Toronto, 1911; A. M., Harvard University, 1921, was appointed assistant professor of mathematics.

Jackson Belden Dennison, B. S., Lenox College, 1912; A. M., University of Wisconsin, 1915; part-time instructor, University of Wisconsin, was appointed assistant professor of economics.

Malcolm King Hooke A. B., University of Chattanooga, 1918; Diplome d' Etudes de Civilisation francaise, Universite de Paris, 1921, was appointed assistant professor of Romanic languages.

Thomas Van Voorhees, A. B., Miami, 1921, was appointed instructor in physical education. During the summer he resigned to accept a position in Mexico, but returned to Miami in February, 1922.

TEACHERS COLLEGE

Margaret Evertson Phillips, A. B., Vassar, 1919; certificate, hygiene department, Wellesley College, 1921, was appointed assistant professor and director of physical education for women.

Mrs. Bernice Horrell Towner, graduate of Arizona School of Music; student, Cincinnati Conservatory of Music; instructor in music, Oxford College, was appointed instructor in music.

II. Faculty Changes Since the Meeting of the Board

LEAVE OF ABSENCE

THE UNIVERSITY

Samuel Jacob Brandenburg, librarian and professor of economics, absent on sabbatical leave 1920-21, was granted leave of absence for 1921-22 without salary for graduate study at University of Wisconsin.

TEACHERS COLLEGE

Martha Jane Hanna, professor of home economics, was granted leave of absence until April, 1922, without salary, on account of illness.

RESIGNATIONS

THE UNIVERSITY

Jennie Unglesby, assistant librarian, resigned in December, 1921, to accept a position with the Columbus Y. W. C. A.

Ina Forrest Nelson, cataloguer, resigned in December, 1921, to accept a position in the Leland Stanford University Library.

Anne Dorothy Habekost, Y. W. C. A. secretary and assistant to the Dean of Women, resigned to do graduate work in history at Ohio State University.

Edna Steinbaugh, resident nurse, resigned to do private nursing.

Helen Edwards, manager of Bishop Hall, resigned to be married.

Alice Hull, manager of the Commons, resigned to accept a teaching position.

Edith Auch, auditor of student activities, resigned to live with her family in Columbus. In February, 1922, Miss Auch was appointed auditor of student activities at Ohio State University.

LIBERAL ARTS COLLEGE

Thomas Luther Harris, professor of sociology, resigned to accept a similar appointment at the University of West Virginia.

George Andrews Hedger, acting professor of history, resigned to accept a position at University of Cincinnati.

Henry Orth, instructor in physical education, resigned in October to enter business.

TEACHERS COLLEGE

Ruth Marie Cormier, instructor in physical education, resigned because of the distance from her home near Boston.

Helen Thorpe Brouse, critic teacher, resigned to accept an appointment at the State Normal School, Mankato, Minn.

PROMOTIONS

UNIVERSITY

Arthur William Craver, associate professor of English, was appointed associate professor of English and acting librarian.

Helen Haller, part-time secretary to the secretary of the Board of Trustees, after her graduation from the Arts College in June was appointed secretary to the secretary of the Board of Trustees.

Lucile Corinne Miller, acting secretary to the secretary of the Board of Trustees, 1920-21, was appointed secretary to the Dean of the Liberal Arts College.

Mrs. Frances E. Graham, manager of Hepburn Hall, was appointed manager of Bishop Hall, which included the Bishop Hall annex September-December.

Elma Tucker, part-time typist, was appointed typist.

LIBERAL ARTS COLLEGE

William Elijah Anderson, associate professor of mathematics, was appointed professor of mathematics and head of the department.

Harold Monk Vinacke, associate professor of government, was appointed acting head of the department of history and government.

TEACHERS COLLEGE

Alice Swisher, assistant professor of home economics, was appointed acting head of the home economics department during Miss Hanna's absence.

NEW APPOINTMENTS

UNIVERSITY

Ina Forrest Nelson, graduate of Drexel Institute Library School, 1903, cataloguer and teacher of cataloguing, Riverside Library School, was appointed cataloguer.

Walter Maurice Everhart, A. B., Miami, 1921, was appointed assistant to the secretary of the Board of Trustees.

Barkley Schroeder, A. B., Miami, 1921, was appointed acting alumni secretary and assistant university editor.

Carrie L. Roselius was appointed auditor of student activities.

Jessie Van Gorden, A. B., Miami, 1921, was appointed Y. W. C.A. secretary.

Mrs. Mary R. Deem was appointed manager of Hepburn Hall.

Catherine V. Prudent, graduate of home economics course, Teachers College, Miami, 1918, was appointed manager of the Commons.

Mrs. Sara E. Marshall, a student of home economics in Drake University, was appointed manager of East Hall.

Mrs. A. J. Carson was appointed assistant to the dean of women, resident in West Hall.

Mary Dubois, critic teacher, was appointed assistant to the dean of women, resident in East Hall.

Jessie Meyers, graduate of Christ Hospital, Cincinnati, 1917, engaged in private nursing in Toledo last year, was appointed supervisor of nursing.

LIBERAL ARTS COLLEGE

Ellery Francis Reed, A. B., Lenox College, 1914; A. M., Clark College, 1918; fellow in sociology, University of Wisconsin, was appointed associate professor of sociology.

Fred Stanley Rodkey, A. B., University of Kansas, 1917; A. M., 1918; Ph. D., University of Illinois, 1921, was appointed assistant professor of history.

Clarence Davis Ehrman, A. B., Roanoke College, 1911; A. M., University of Virginia, 1917; associate professor of mathematics, University of Richmond, was appointed assistant professor of mathematics.

Henry Orth, A. B., Miami, 1921, was appointed instructor in physical education.

TEACHERS COLLEGE

J. E. Wallace Wallin, A. B., Augustana College, 1897; A. M., Yale University, 1899; Ph. D., 1901; director psycho-educational clinic and special school, St. Louis, was appointed director of the Bureau of Special Education.

Lorraine Graham, B. S. in home economics, Iowa State College, 1916; supervisor of home economics, Audubon, Iowa, was appointed assistant professor of home economics.

Grace Esther Leeds, graduate, Sargent School of Physical Education, 1920; director physical education for women, Monmouth College, was appointed instructor in physical education.

Mildred Louise Elizabeth Rothhaar, B. S., Miami, 1919; teacher in Cleveland School for the Deaf, was appointed assistant to the director of the Bureau of Special Education.

Mary Florence Watterson, student, Miami University and Ohio State University, teacher in Toledo Public Schools, was appointed critic teacher in the Hamilton schools under the Bureau of Special Education.

Marjorie Ray Carson, graduate of Teachers College, Miami, 1917, was appointed critic teacher in the William McGuffey Schools.

Mrs. Allene Brown Cox, graduate of Michigan State Normal College, 1908, at Miami 1918-20, was appointed acting critic teacher for October and November 1921.

Inga Irene Arntzen, graduate of Northern Illinois State Normal School 1908, A. B., University of Illinois, 1918, assistant editor, American Library Association, was appointed critic teacher in December, 1921.

DEATH

Flora Leone Moore, critic teacher, William McGuffey Primary School since September, 1920, died November 9, 1921, at her home in Michigan.

III. Outside Work and Lectures

DEAN H. C. MINNICH delivered High School Commencement addresses in 1921 at Willshire, Buford, West Elkton, Pemberton, Catawba, Mason, Farmersville, Logan, West Park, Sardinia, Covington, Ky., Ft. Thomas, Ky.

PROFESSOR S. R. WILLIAMS was on the staff of the Ohio State Lake Laboratory at Put-in-Bay June 21 to August 1; talked before the Kiwanis Club of Sandusky on "The Causes of the Glacial Period."

PROFESSOR C. H. HANDSCHIN has acted as secretary of The National Federation of Modern Language Teachers; as secretary-treasurer of The Modern Language Association of the Central West and South; as special collaborator for the U. S. Bureau of Education; planned courses, etc., in modern languages for several high schools; spoke and conducted round table at educational conference at North Carolina College.

PROFESSOR BRUCE FINK addressed the Oxford W. C. T. U., the Parent Teachers' Association, the Oxford Forum, the Lake Winona (Ind.) Chautauqua on "The Tobacco Problem;" addressed the Chemical Club of The Western College for Women on "Vinegar Bees;" served as a member of the Committee for the Study of the Tobacco Problem; served on The Board of Control of Botanical Abstracts; served on the editorial boards of The Ohio Journal of Science and Mycologia; is carrying on research on fungi with the aid of several students.

PROFESSOR F. C. WHITCOMB read a paper before The Miami Industrial Arts Association at Cincinnati on "The Attitude of the Federal Government toward Vocational Education;" before a Conference on Industrial Education called by the U. S. Commissioner of Education at the University of Michigan on "The Creative Impulse in Industry with Some Implications for Educators;" before the Western Arts Association meeting in Cincinnati on "Tests for Industrial Arts Work."

PROFESSOR B. M. DAVIS spoke at the Science section of the Southwestern Ohio Teachers Association, Cincinnati; at Science section of the Central Ohio Teachers Association, Dayton.

PROFESSOR F. L. CLARK lectured on "The Minor Arts in Greece" before the Oxford Branch of The Archaeological Institute.

PROFESSOR E. S. TODD delivered the following lectures; "The Farmer and the Bank," before the Butler County Bankers Association; "Modern Concept of Capital," before the Oxford Men's Club, Oxford Forum, Troy Rotary Club, Springfield Rotary Club; "Taxation in Ohio" before the Oxford Women's Club; "Vocational Guidance" before the Ohio College Association; talks before Social Farmers' Club.

PROFESSOR J. W. HECKERT addressed the Southwestern Ohio Teachers Association, Principals' and Superintendents' Section, on "How to Use Mental and Educational Tests for the Improvement of Instruction;" read a paper before the Research Department, Ohio State Teachers Association on "The Effect of Supervised Study upon the Teaching of Composition."

PROFESSOR H. C. BRILL talked before the Oxford Science Club on "Chemical Warfare;" served as secretary of the Oxford Forum.

PROFESSOR W. S. GUILER offered courses in education in the University of Chicago summer quarter; delivered a series of educational addresses at Waukegan, Ill.; addressed the Morgan Township Sunday School Convention on "Some Principles of Religious Education;" the Fayette County (Ind.) Teachers Institute on "Current Tendencies in Education;" the Central Ohio Teachers Association on "Criteria for Evaluating Text Books;" the Oxford Forum on "Reliability of Mental Tests;" has conducted an investigation on "Curriculum Problems in Arithmetic."

PROFESSOR W. R. MCCONNELL delivered the high school commencement address at College Corner; delivered a series of addresses at the county institutes of Switzerland and Union Counties, Indiana, and Montgomery, Shelby, Darke, and Preble Counties, Ohio; conducted an extension class in Covington, Ky., the first semester; delivered a series of fifteen addresses before the teachers in the city schools of Cincinnati; gave one address to the Portsmouth City Teachers Club; attended the National Council of Geography Teachers at Washington.

PROFESSOR J. V. McMILLAN conducted an extension class with the Hamilton County teachers the first semester; addressed the teachers' institute one week each in Gallia, Clinton, and Madison Counties; one session each in Preble, Shelby, Wayne, and Allen Counties; delivered high school commencement addresses at Uhrichsville, Tippecanoe City, Freeport, Jackson Township (Preble County), North Lewisburg; eighth grade commencement address in Brown County; addresses before teachers associations of Lake, Hamilton, and Brown Counties.

PROFESSOR W. E. ANDERSON has had charge of the study class two evenings a week, giving assistance in mathematics; met with the mathematics

staff, together with others interested in advanced mathematics, two afternoons a week for the study of Functions of a Complex Variable; read a paper before The Southwestern Ohio Section of Teachers of Mathematics on "Some Causes of Failure in Mathematics."

PROFESSOR J. E. W. WALLIN examined handicapped children from Hamilton, Port Clinton, Dayton, Oxford, and Middletown (with the assistance of Miss Rothhaar); held consultations and gave advice thru personal interviews and correspondence regarding the care and education of maladjusted children. Founded on December 27 at Columbus, department of special education of Ohio State Teachers Association; elected president of department for 1922.

Member of Committee of Section I (Psychology) of American Association for the Advancement of Science.

Wrote a number of bills as chairman of the Missouri Children's Code Commission, enacted into law by the 1921 session of the Missouri legislature, and sponsored ordinance providing for a division for the feeble-minded in the St. Louis municipal farm colony now in process of construction.

Addresses: On problems affecting maladjusted school children and suggested remedies before the Central Ohio Teachers' Association, at Dayton, November 4, 1921; before the Indiana Society of Mental Hygiene, at Indianapolis, December 15; before the Ohio State Teachers Association, at Columbus, December 27; and before the Nebraska Conference of Social Workers, at Hastings, February 20, 1922, including one other address before the Hastings Chamber of Commerce.

Intelligence Irregularity as Measured by Scattering in the Binet Scale before the Section of Clinical Psychology of the American Psychological Association, December 28 (also participated in several discussions).

The Problems of Diagnostic Findings of a School Psycho-Educational Clinic, before the Men's Club of Oxford, January 23.

The Theory of Differential Education, before the Section of Psychology of the Ohio Academy of Science, at Columbus, April 15.

Analyses of Clinical and School Records and Teacher's Estimates of Mental Defectives, before the Oxford Forum, May 1.

Extension Course: On subnormal children, to Dayton public school teachers.

ASSOCIATE PROFESSOR FRANCES GIBSON RICHARD delivered lectures before the Shakespeare Club, Lima; Federation of Churches, Cincinnati; Women Teachers' Club, Hamilton; Southwestern Ohio Teachers' Association, Cincinnati; Greenville Kiwanis Club; Men's Brotherhood, First M. E. Church, Hamilton; City Federation of Women's Clubs, Middletown; Vocational Conference, Y. W. C. A., Dayton.

ASSOCIATE PROFESSOR J. W. A. KUHNE delivered a lecture on "Moliere, His Time and His Contemporaries", at Western College; a series of six lectures on "Different Phases of French Art", in Connersville, Ind.

ASSOCIATE PROFESSOR A. W. MARTIN read a paper on "Efficiency in Public School Music Teaching Viewed from the College Standpoint" before the Music Section of the Southwestern Ohio Teachers Association at Cincinnati; "The Advantages and Disadvantages of the Conservatory Feature in Normal Colleges," before the Normal School Section of the National Conference of Music Supervisors at Nashville; "The Origin, Development, and Function of Worship Music" (read by title), before a conference on church music in Connersville, Ind., by the Methodist churches of the eastern section of that state; "The General Condition of Public School Music in this Section of the State," before the educational conference held by Ohio State University; has directed the Connersville Choral Society.

ASSOCIATE PROFESSOR B. H. SCUDDER delivered twelve high school commencement addresses; spent ten days in county institutes for teachers; gave a few talks before teachers' associations; gave one talk before a school league.

ASSOCIATE PROFESSOR E. C. ROSS conducted an extension course in modern tragedy for the Dayton Teachers Club during the first semester.

ASSOCIATE PROFESSOR H. H. BENEKE coached debate and track; served as secretary-treasurer of the Phi Kappa Tau Chapter House Association; cooperated with the exporting firms of the Miami Valley in their campaign against the proposed sugar tariff.

ASSOCIATE PROFESSOR A. B. WILLIAMSON assisted Thomas Wood Stevens, President of the American Pageantry Association, in the presentation of "Missouri One Hundred Years Ago," a community drama, principal feature of centennial celebration of the admission of Missouri into the Union, October 1921; conducted a class in public speaking for the department of instruction of the American Rolling Mills of Middletown; gave a program of dramatic and poetic readings for the Missouri School for the Blind, St. Louis, October 1921; delivered the 1921 Palm Sunday address at the McGonigle M. E. Church; conducted a class for the Y. W. C. A. at the Oxford M. E. Church for four months.

ASSOCIATE PROFESSOR J. G. BLISS attended the annual meetings of the Society of Directors of Physical Education in Colleges, Athletic Research Society, National Collegiate Athletic Association, in New York, December 1921; reported on physical efficiency tests at Miami before Athletic Research Society.

ASSOCIATE PROFESSOR E. F. REED has completed his doctor's thesis.

ASSISTANT PROFESSOR AMY M. SWISHER addressed the women's clubs of Hamilton and Toledo on "Art in Home Decorations" and the women's federated club and parent-teachers association of Bellefontaine on "Art and Education."

ASSISTANT PROFESSOR ALICE SWISHER addressed the Southwestern Ohio Teachers Association, Cincinnati, on "Nutrition in Relation to High School Girls;" the Butler County Institute, held at Oxford, on "Nutrition of the Child under Sixteen;" gave a talk on "School Lunch Rooms and School Lunches" before the Oxford Women's Club; acted as judge in the food exhibit at the Butler County Farmers' Institute at Somerville; attended a meeting of the Council Members of the Ohio State Home Economics Association at Columbus at which time the Association was reorganized to meet the requirements to become affiliated with the National Home Economics Association.

ASSISTANT PROFESSOR G. W. SPENCELEY is collaborating with Professor W. E. Anderson on notes for freshman unified mathematics; takes his turn in leading the mathematics discussions held twice each week.

INSTRUCTOR GRACE GLASGOW did graduate work in French in the Chicago University Summer Quarter, 1921.

INSTRUCTOR GERTRUDE BEERS conducted an extension course in industrial arts at Dayton.

Y. M. C. A. SECRETARY ROBERT CUMMINS received his master's degree in economics and sociology from Ohio State University; served as head of the Boys' Hi-Y work in Oxford; was a member of the advisory board of the county work at Liberty, Ind; gave 31 out-of-town talks and 9 Oxford talks.

IV. Publications

PROFESSOR C. H. HANDSCHIN—Articles in *School and Society*, *The Modern Language Journal*, etc.

PROFESSOR BRUCE FINK—Notes on the powdery mildews of Ohio; The Lecideaceae of Ohio; Classification of the ascomycetes of Indiana; Lincoln Ware Riddle, lichenist; The occurrence of *Calostoma Ravenelii* in Kentucky; An addition to the distribution of a rare fungus; Abstracts of a considerable number of German botanical articles furnished for publication.

PROFESSOR E. S. TODD—Vocational Guidance, Publication of Ohio College Association.

PROFESSOR J. W. HECKERT—The effect of supervised study upon the teaching of English composition, *Journal of Educational Research*.

- PROFESSOR H. C. BRILL—Esters of Aminobenzoic Acids, *Journal of American Chemical Society*, June 1921; The Properties of Papain, *Philippine Journal of Science*, 1922 (with R. E. Brown).
- PROFESSOR W. S. GUILER—How Mental Tests Agree in Rating Children, *Elementary School Journal*, May, 1922.
- PROFESSOR W. R. MCCONNELL—Additional Outline Industrial Maps, series on Ohio, Dobson-Evans Company, Columbus.
- PROFESSOR J. E. W. WALLIN—Report of the Psycho-Educational Clinic and Special Schools for the year 1919-1920, in the report of the Board of Education of the City of St. Louis, June, 1921, 131-155; Progress in the Field of Mental Hygiene in Missouri. *Monthly Bulletin of the Missouri State Board of Charities and Corrections*, June, 1921, 3-16; Of What Use is a Psychological Clinic? *Educational Review*, September, 1921, 159-163; The Results of Retests by Means of the Binet Scale, *Journal of Educational Psychology*, October, 1921, 392-400; The Development of Special Types of Classes in the St. Louis Schools, Ungraded, January and February, 1922, 77-83, and 104-109; Suggested Rules for Special Classes, *Educational Administration and Supervision*, November, 1921, 447-457; Bulletin of the Bureau of Special Education of Miami University, March, 1921; Handicapped School Children and How to Meet Their Needs in Ohio (abstract), *Journal of Educational Research*, March, 1922, 264-265; The Training of Teachers for Handicapped Children in Ohio, *Ohio Better Schools Bulletin* 1922; An Investigation of the Sex, Relationship, Marriage, Delinquency and Truancy of Children Assigned to Special Public School Classes, *Journal of Abnormal Psychology and Social Psychology*, 1922; A Study of the Industrial Record of Children Assigned to Public School Classes for Mental Defectives, and Legislation in the Interest of Defectives, *Journal of Abnormal Psychology and Social Psychology*, 1922; The Achievement of Subnormal Children in Standardized Educational Tests; The Measurement of Mental Traits in Normal and Epileptic School Children.
- ASSOCIATE PROFESSOR J. W. A. KUHNE—Don Quixote de la Mancha, abridged edition with introduction, notes, and vocabulary (in collaboration with Assistant Professor Daniel da Cruz), Allyn and Bacon, publishers.
- ASSOCIATE PROFESSOR E. C. ROSS—Leonid Andreyev (a review), *The New Republic*; A Note on "The Scarlet Letter," *Modern Language Notes*.
- ASSOCIATE PROFESSOR H. M. VINACKE—Report for Carnegie Foundation on Constitutional Development in China since 1911.
- ASSOCIATE PROFESSOR J. G. BLISS—Prescription for Postural and Structural Defects (pamphlet); Popular Medicine (pamphlet); Intramural Athletics at Miami, Mind and Body and Miami Alumni News Letter; Training Hints for the Athlete, Mind and Body; Constitution, By-Laws, and Eligibility Rules of Miami Intramural Athletic Association (pamphlet).

ASSOCIATE PROFESSOR E. F. REED—Public Works for the Unemployed, The Survey, Jan. 14, 1922.

ASSISTANT PROFESSOR AMY SWISHER—Tied and Dyed Scarf, an example of modern tie-dyeing, printed in First Lessons in Batik, by Gertrude C. Lewis, published by The Prang Company, Chicago.

ASSISTANT PROFESSOR DANIEL DA CRUZ—Don Quixote de la Mancha, abridged edition with introduction, notes, and vocabulary (in collaboration with Associate Professor J. W. A. Kuhne), Allyn and Bacon.

Y. M. C. A. SECRETARY ROBERT CUMMINS—Student Association Methods manual.

Board of Trustees

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TERM EXPIRES IN 1930

Walter L. Tobey, A. B., A. M., L. H. D., Editor, Hamilton Daily News, Hamilton	1895
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William F. Eltzroth, A. B., A. M., Lawyer, Lebanon	1902
Lyle S. Evans, A. B., LL. B., Lawyer, Chillicothe	1902
Henry B. McClure, A. B., A. M., Lawyer, 22 Atlas Bank Bldg., Cincinnati	1907
J. B. Vail, A. B., M. D., Physician, 1525 Lakewood Ave., Lima	1911
Walter H. Coles, A. B., Manufacturer, Troy	1916
John W. Peck, A. B., LL. B., LL. D., Judge of U. S. District Court, U. S. Govt. Bldg., Cincinnati	1919
Frank R. Henry, M. D., Manufacturer, 374 W. 1st St., Dayton	1921

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F. E. Wood, S. W. Richey, J. G. Welsh, Darrell Joyce, C. V. Anderson.

RESEARCH—

J. M. Withrow, J. W. Peck, R. H. Bishop, R. P. Scripps, W. L. Tobey.

TABLE III—Analysis and Summary of Enrollment, 1921-1922

	Senior	Junior	Sophomore	Freshman	Special	Irregular	Total
College of Liberal Arts	56	55	114	201	20	.....	446
	23	29	46	65	10	.....	173
	4	8	10	24	0	.....	46
Bachelor of Science Course	31	41	40	84	4	.....	200
	.....	.....	4	30	0	.....	36
Teachers College .....	.....	.....	109	113	6	2	344
	.....	.....	.....	227	.....	4	380
Total	60	63	128	255	20	2	528
	54	70	133	376	20	2	717
	114	133	195	631	40	4	1245
Summer Session							
Summary							
First Term	40	154	Total Academic Year				528
	114	.....	.....				717
Second Term	150	.....	.....				173
	613	763	Net Total, Summer Session				681
	71	.....	.....				701
Third Term	201	272	Grand Total				1398
	261	.....	.....				43
Total	928	1189	Duplicated Names				63
	88	.....	.....				658
Duplicated Names	247	335	Net Total				1335
	173	.....	.....				1993
Net Total	681	854	.....				.....

Note—In each group the upper left hand figures refer to men, the lower left hand figures to women, and the right hand figures are totals.

TABLE IV—Enrollment by Colleges, 1912-1922

	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919	1919-1920	1920-1921	1921-1922
Coll. Lib. Arts..	228 126	256 148	268 119	312 129	324 130	289 110	531 128	429 174	428 153	446 173
Bach. of Sci....	.....	.....	9 6	27 44	32 104	32 149	17 138	40 157	34 183	46 200
Teachers Coll..	20 208	32 202	25 237	22 259	9 284	6 249	7 206	10 239	11 253	36 344
Totals.	248 334	288 350	302 362	361 432	365 518	327 508	555 472	479 570	473 589	528 717

TABLE V—Percentage of Growth, by Colleges, for Each Year, 1912-1922, and for the Ten-year Period

	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22	1912-22
Liberal Arts	6.31	14.12	*4.21	13.96	2.95	*12.11	65.16	*8.50	*3.65	6.54	74.85
Bachelor of Science.....	.....	.....	.....	373.33	91.55	33.08	*14.37	27.10	10.15	13.36	.....
Teachers College.....	31.21	2.63	11.96	7.25	4.27	*12.96	*16.47	16.90	6.02	43.94	66.67
Totals.....	15.02	9.62	4.08	19.43	11.35	*5.43	22.99	2.14	1.24	17.23	113.92

Note—In each group the upper left hand figures refer to men, the lower left hand figures to women, and the right hand figures are totals.

*Decrease

TABLE VI—Percentages of Total Enrollment in Each College, 1912-1922

Explanation: This table is to be read as follows: in 1912-13, 91.9 per cent of the men of the University and 37.7 per cent of the women were in the College of Liberal Arts. 60.8 per cent of the total enrollment was in the College of Liberal Arts. The Teachers College had 8.1 per cent of the men, 62.3 per cent of the women, and 39.2 per cent of the total enrollment. And so on for the other years.

College	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22
College of Liberal Arts	91.9 37.7	88.9 42.3	88.8 32.9	86.4 29.9	88.7 24.4	88.4 21.7	95.68 27.12	89.56 30.53	90.49 25.98	84.47 24.13
Bachelor of Science	.....	.....	3.0 1.7	7.5 10.2	8.8 20.1	9.8 29.3	3.06 29.24	8.35 27.54	7.19 31.07	8.71 27.89
Teachers College	8.1 62.3	11.1 39.2	8.3 57.7	6.1 56.0	2.5 55.5	1.8 49.0	1.26 43.64	2.09 41.93	2.32 42.95	6.82 47.98

Note—In each group the upper left hand figures refer to men, the lower left hand figures to women, and the right hand figures are totals.

TABLE VII—Classification of Enrollment According to Sex, 1912-1922

	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22
College of Liberal Arts.....	64.41 35.59	63.37 36.63	69.25 30.75	70.75 29.25	71.37 28.63	72.43 27.57	80.58 19.42	71.14 28.86	73.67 26.33	72.05 27.95
Bachelor of Science in Education.....	.....	.....	60.00 40.00	38.03 61.97	23.53 76.47	17.68 82.32	10.97 89.03	20.31 79.69	15.67 84.33	18.70 81.30
Teachers College	8.77 91.23	13.68 86.32	9.54 90.46	7.83 92.17	3.07 96.93	2.35 97.65	3.29 96.71	4.02 95.98	4.17 95.83	9.47 90.53
Total	42.61 57.39	45.14 54.86	45.49 54.51	45.52 54.48	41.34 58.66	39.16 60.84	54.04 45.96	45.66 54.34	44.54 55.46	42.41 57.59

Note—In each group the upper figures refer to men, the lower figures to women,

TABLE VIII—Number of New Students for Each Year, 1912-1922

	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22
College of Liberal Arts	158	172	157	196	187	174	412	260	262	294
Bachelor of Science in Education.....	.....	.....	.....	44	65	72	56	99	88	115
Teachers College.....	132	116	163	184	179	156	155	175	194	285
Total.....	290	288	320	424	431	402	623	534	544	694

TABLE IX—Percentage of New Students for Each Year, 1912-1922

	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22
College of Liberal Arts	44.6	42.6	40.6	44.4	41.2	43.6	62.52	43.12	45.09	47.49
Bachelor of Science in Education.....	.....	.....	.....	62.0	47.8	39.8	36.13	50.25	40.55	46.75
Teachers College.....	57.9	49.6	62.2	65.0	61.1	61.2	72.77	70.28	73.48	75.00
The University	49.8	45.1	48.2	53.4	48.8	48.1	60.66	50.91	51.22	55.74

TABLE X—Enrollment of the Summer Terms, 1912-1921

	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921
Attendance.....	172	152	317	310	197	102	86	117	169	173
Percentage of Men	457	629	399	551	890	1207	777	1087	585	782
Percentage of Women	27.34	27.59	26.27	28.51	25.19	16.91	12.34	18.64	17.36	20.26
	72.66	72.41	73.73	71.49	74.81	83.09	87.66	81.36	82.64	79.74

TABLE XI—Degrees and Diplomas, 1912-1922

	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919	1919-1920	1920-1921
College of Liberal Arts....	33	44	36	42	43	16	36	42	56
Bachelor of Science.....	23	35	25	21	26	34	22	25	13
	.....	2	4	3	4	5	6	12	8
Teachers College	7	..	..	2	6	10	28	30	19
	57	7	6	6	3	1	0	2	5
	64	88	84	66	103	90	67	61	69
		95	78	72	106	91	67	63	74
Totals	40	53	46	51	50	22	42	56	69
	80	123	103	89	135	150	117	116	101
	120	176	149	140	185	172	159	172	170

Note—In each group the upper left hand figures refer to men, the lower left hand figures to women, and the right hand figures are totals.

TABLE XII—Ratios of Graduates to Enrollment Each Year, 1912-1921

	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21
College of Liberal Arts	14.4 18.2	17.1 23.6	13.4 21.0	13.4 16.2	13.2 20.0	5.54 130.90	6.78 17.19	9.79 14.36	13.08 11.11
Bachelor of Science ..	.....	.....	0.0 26.6	4.5 7.0	5.7 7.3	15.63 17.45	35.29 21.94	30.00 19.11	2.35 10.38
Teachers College.....	35.0 27.4	21.9 43.6	24.0 32.9	27.2 25.4	33.3 36.2	16.67 136.14	0 32.52	20.00 31.46	45.45 27.27

Note—In each group the upper left hand figures refer to the percentage of men, the lower left hand figures the percentage of women, and the right hand figures refer to the percentage of both men and women.

**TABLE XIII—Honorary Degrees, Degrees in Course,
and Diplomas Conferred, 1912-1921**

HONORARY

	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	Total
LL. D.....	2	2	1	2	1	2	0	3	2	1	16
Litt. D.....	0	0	0	0	1	0	0	1	1	0	3
D. D.....	0	1	1	1	0	2	0	0	1	0	6
Ped. D.....	1	1	1	1	1	0	0	1	1	1	8
Totals.....	3	4	3	4	3	4	0	5	5	2	33

IN COURSE

	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	Total
A. M.....	1	0	1	0	0	0	0	0	0	0	2
A. B.....	77	56	78	61	63	69	50	58	67	69	648
B. S. in Education.....	0	0	2	4	5	10	31	34	42	27	155
Diplomas, Teachers College....	56	64	95	84	72	106	91	67	63	74	772
Totals.....	134	120	176	149	140	185	172	159	172	170	1577

TABLE XIV—New Students Entering Miami University, 1921-1922

	A. B.	B. S.	T. C.	Total
Freshmen.....	254	97	238	589
Sophomores.....	17	12	37	66
Juniors.....	7	4	.....	11
Seniors.....	1	2	.....	3
Specials.....	15	.....	5	20
Irregulars.....	.....	.....	5	5
Totals.....	294	115	285	694

TABLE XV

Statistics of Instruction and Attendance, 1921-1922

For the first semester the figures show the number of students obtaining a final grade in each course; for the second semester they represent registration on March 15.

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
BIOLOGY												
<i>Professor Davis</i>												
161A—Hygiene and Sanitation...	3	2	3	...	39	39	...	...	...	...	...	...
161B—Hygiene and Sanitation...	3	2	3	...	33	33	...	...	...	...	...	...
162A—Nature Study .....	...	...	...	...	...	...	3	2	3	...	26	26
162B—Nature Study .....	...	...	...	...	...	...	3	2	3	...	32	32
221—General Biology	3	2	3	...	9	9	...	...	...	...	...	...
271A—Hygiene and Sanitation...	3	2	3	1	18	19	...	...	...	...	...	...
271B—Hygiene and Sanitation...	3	2	3	...	19	19	...	...	...	...	...	...
272A—Nature Study .....	...	...	...	...	...	...	3	2	3	2	21	23
272B—Nature Study .....	...	...	...	...	...	...	3	2	3	1	22	23
281A—Hygiene and Sanitation...	3	2	3	...	...	*	...	...	...	...	...	...
281B—Hygiene and Sanitation...	3	2	3	...	...	*	...	...	...	...	...	...
282A—Elementary Science .....	...	...	...	...	...	...	3	2	3	...	...	*
282B—Elementary Science .....	...	...	...	...	...	...	3	2	3	...	...	*
BOTANY												
<i>Professor Fink</i>												
100—General Botany	4	2	6	6	27	33	4	2	6	6	26	32
111—Study of Useful Plants.....	4	2	6	2	4	6	...	...	...	...	...	...
112—Diseases of Useful Plants..	...	...	...	...	...	...	4	2	6	4	5	9
221—Plant Physiology	4	2	6	3	2	5	...	...	...	...	...	...
222—Plant Diseases .....	...	...	...	...	...	...	4	2	6	2	2	4
251—Bacteriology	3	2	3	1	16	17	3	2	3	2	6	8
CHEMISTRY												
<i>Professor Brill</i>												
110A—Advanced General Chem...	4	2	6	23	2	25	4	2	6	20	1	21
110B—Advanced General Chem...	4	2	6	27	...	27	4	2	6	27	...	27
300—Organic Chemistry	4	2	6	30	1	31	4	2	6	25	2	27
420—Special Chemistry .....	...	...	...	4	2	6	...	...	...	12	2	14
<i>Associate Professor Williams</i>												
120A—Elem. Household Chem....	4	2	6	...	27	27	4	2	6	...	22	22
120B—Elem. Household Chem....	4	2	6	...	31	31	4	2	6	...	29	29

*Included in 271 and 272.

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
231—Advanced Household Chem..	4	2	6	...	7	7	...	...	...	...	...	...
232—Advanced Household Chem..	...	...	...	...	...	...	4	2	6	...	7	7
242—Physiological Chemistry....	...	...	...	...	...	...	4	2	6	6	...	6
271—Advanced Household Chem..	2	2	...	...	12	12	...	...	...	...	...	...
272—Advanced Household Chem..	...	...	...	...	...	...	2	2	...	...	12	12
401—Theoretical Chemistry	4	2	6	7	...	7	...	...	...	...	...	...
<i>Instructor Brown</i>												
100A—General Chemistry	4	2	6	21	1	22	4	2	6	20	1	21
100B—General Chemistry	4	2	6	28	5	33	4	2	6	25	4	29
200—Quantitative Analysis.....	4	1	9	9	2	11	4	1	9	10	2	12
DRAWING												
<i>Professor Whitcomb</i>												
150—Engineering Drawing	3	1	6	26	5	31	3	1	6	24	5	29
230—Furniture Design	2	1	3	7	2	9	2	1	3	7	1	8
300—Architectural Drawing	3	1	6	4	2	6	3	1	6	6	2	8
410—House Planning	2	1	3	...	32	32	2	1	3	...	31	31
<i>Assistant Professor Amy Swisher</i>												
120A—Costume Design	1	...	3	...	27	27	1	...	3	...	25	25
120B—Costume Design	1	...	3	...	34	34	1	...	3	...	33	33
162A—Art Appreciation .....	...	...	...	...	...	...	2	1	3	...	34	34
162B—Art Appreciation .....	...	...	...	...	...	...	2	1	3	...	32	32
172A—Art Appreciation .....	...	...	...	...	...	...	2	1	3	...	32	32
172B—Art Appreciation	2	1	3	...	38	38	...	...	...	...	...	...
172C—Art Appreciation	2	1	3	...	26	26	...	...	...	...	...	...
282—Art Appreciation .....	...	...	...	...	...	...	2	1	3	...	...	*
420—House Decoration	1	...	3	...	25	25	1	...	3	...	26	26
<i>Instructor Smyers</i>												
110—Object Draw'g and Sketch'g	2	1	3	22	7	29	2	1	3	21	8	29
161A—Drawing as Expression...	2	1	3	...	34	34	...	...	...	...	...	...
161B—Drawing as Expression...	2	1	3	...	31	31	...	...	...	...	...	...
171A—Drawing as Expression...	2	1	3	...	32	32	...	...	...	...	...	...
171B—Drawing as Expression...	...	...	...	...	...	...	2	1	3	...	35	35
171C—Drawing as Expression...	...	...	...	...	...	...	2	1	3	...	21	21
281—Drawing as Expression.....	2	1	3	...	...	*	...	...	...	...	...	...
ECONOMICS												
<i>Professor Todd</i>												
101—Economic History .....	...	...	...	...	...	...	3	3	...	24	3	27

* Included in 171 and 172

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
200C—Principles of Economics...	3	3	...	22	11	33	3	3	...	22	10	32
200D—Principles of Economics...	3	3	...	24	7	31	3	3	...	24	7	31
200F—Principles of Economics...	3	3	...	6	8	14	...	...	...	...	...	...
330—Public Finance	3	3	...	14	...	14	3	3	...	14	...	14
401—Seminar, Senior Women....	1	1	...	...	19	19	...	...	...	...	...	...
420—The Business Executive.....	1	1	...	18	...	18	1	1	...	16	...	16
<i>Associate Professor Bencke</i>												
200A—Principles of Economics...	3	3	...	22	9	31	3	3	...	23	7	30
301A—Money and Banking.....	3	3	...	32	...	32	...	...	...	...	...	...
301B—Money and Banking.....	3	3	...	26	...	26	...	...	...	...	...	...
302A—Business Law .....	...	...	...	...	...	...	3	3	...	27	...	27
302B—Business Law .....	...	...	...	...	...	...	3	3	...	20	5	25
310—Corporation Finance	3	3	...	18	2	20	3	3	...	16	2	18
<i>Assistant Professor Dennison</i>												
200B—Principles of Economics...	3	3	...	19	7	26	3	3	...	15	16	31
200E—Principles of Economics...	3	3	...	12	13	25	3	3	...	14	3	17
210A—Accounting	3	2	2	21	...	21	3	2	2	20	...	20
210B—Accounting	3	2	2	17	4	21	3	2	2	13	4	17
352—Insurance .....	...	...	...	...	...	...	3	3	...	23	...	23
361—Statistics	3	3	...	9	1	10	...	...	...	...	...	...
EDUCATION												
<i>Professor Heckert</i>												
161A—Psychology	3	3	...	...	26	26	...	...	...	...	...	...
162A—Principles of Teaching....	...	...	...	...	...	...	3	3	...	25	...	25
300—Principles of Teaching.....	3	3	...	2	22	24	3	3	...	8	26	34
<i>Professor Whitcomb</i>												
111A—Psychology	3	3	...	...	32	32	...	...	...	...	...	...
111B—Psychology	3	3	...	14	3	17	...	...	...	...	...	...
212—History of Education.....	...	...	...	...	...	...	3	3	...	3	24	27
311A—Principles of Teaching....	3	3	...	2	18	20	3	3	...	11	19	30
<i>Professor Guiler</i>												
100A—Psychol'y and Adolescence	3	3	...	9	29	38	3	3	...	7	30	37
171A—Psychology	3	3	...	1	32	33	...	...	...	...	...	...
171B—Psychology	3	3	...	...	22	22	...	...	...	...	...	...
171C—Psychology	3	3	...	...	27	27	...	...	...	...	...	...
172A—Principles of Teaching....	...	...	...	...	...	...	3	3	...	1	36	37
172B—Principles of Teaching....	...	...	...	...	...	...	3	3	...	2	20	22

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
172C—Principles of Teaching....	...	...	...	...	...	...	3	3	...	1	20	21
262 } A—Educational Tests	2	...	4	2	35	37	...	...	...	...	...	...
272 } A—Educational Tests .....	...	...	...	...	...	...	...	...	...	...	...	...
282 } A—Educational Tests .....	...	...	...	...	...	...	...	...	...	...	...	...
262 } B—Educational Tests .....	...	...	...	...	...	...	...	...	...	...	...	...
272 } B—Educational Tests .....	...	...	...	...	...	...	2	...	4	...	35	35
282 } B—Educational Tests .....	...	...	...	...	...	...	...	...	...	...	...	...
<i>Professor McMillan</i>												
100B—Psychol'y and Adolescence	3	3	...	8	28	36	3	3	...	9	28	37
171D—Psychology .....	...	...	...	...	...	...	3	3	...	10	11	21
181—Psychology	3	3	...	5	17	22	...	...	...	...	...	...
200—History of Education	2	2	...	8	38	46	2	2	...	7	42	49
261 } A—History of Eduaction ..	...	...	...	...	...	...	2	2	...	2	30	32
271 } A—History of Eduaction ..	...	...	...	...	...	...	...	...	...	...	...	...
281 } A—History of Eduaction ..	...	...	...	...	...	...	...	...	...	...	...	...
261 } B—History of Education...	...	...	...	...	...	...	...	...	...	...	...	...
271 } B—History of Education...	2	2	...	1	55	56	...	...	...	...	...	...
281 } B—History of Education...	...	...	...	...	...	...	...	...	...	...	...	...
291—Kindergarten Theory .....	...	...	...	...	...	...	2	2	...	...	33	33
<i>Professor Feeney</i>												
162B—Principles of Teaching....	...	...	...	...	...	...	3	3	...	...	35	35
311B—Principles of Teaching....	...	...	...	...	...	...	3	3	...	...	27	27
<i>Instructor McDill</i>												
161B—Psychology	3	3	...	...	29	29	...	...	...	...	...	...
182—Principles of Teaching.....	...	...	...	...	...	...	3	3	...	8	24	32
ENGLISH												
<i>Professor H. H. Carter</i>												
100H—Freshman English	3	3	...	20	7	27	3	3	...	17	9	26
210A—Types of Literature	3	3	...	6	29	35	3	3	...	5	29	34
210B—Types of Literature	3	3	...	10	12	22	3	3	...	11	14	25
300—Shakespeare	3	3	...	4	30	34	3	3	...	6	32	38
371—English in the High School	2	2	...	1	28	29	...	...	...	...	...	...
392—Poetry since 1850 .....	...	...	...	...	...	...	2	2	...	1	12	13
<i>Associate Professor Richard</i>												
110—Freshman English	3	3	...	...	23	23	3	3	...	...	21	21
160A—Composit'n and Literature	3	3	...	...	32	32	3	3	...	...	28	28
160B—Composit'n and Literature	3	3	...	...	40	40	3	3	...	...	35	35

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
170B—Composit'n and Literature	3	3	...	...	24	24	3	3	...	2	24	26
190—Composition and Literature	3	3	...	...	31	31	3	3	...	29	29	29
290—Story-Telling	1	1	...	...	9	9	2	2	...	35	35	35
<i>Associate Professor Craver</i>												
100C—Freshman English	3	3	...	17	5	22	3	3	...	14	4	18
100J—Freshman English	3	3	...	7	22	29	3	3	...	9	20	29
200A—English Literature	3	3	...	9	10	19	3	3	...	8	10	18
230—Advanced Composition	2	2	...	14	11	25	2	2	...	13	11	24
410—The Romantic Movement....	3	3	...	1	8	9	3	3	...	1	7	8
<i>Associate Professor Ross</i>												
101A—Freshman English .....	...	...	...	...	...	...	3	3	...	17	...	17
100F—Freshman English	3	3	...	15	2	17	3	3	...	17	4	21
100L—Freshman English	3	3	...	20	4	24	...	...	...	...	...	...
320—American Literature	3	3	...	9	28	37	3	3	...	9	28	37
372—Foundations of Grammar...	...	...	...	...	...	...	2	2	...	1	16	17
391—Whitman	2	2	...	3	11	14	...	...	...	...	...	...
450—Literature of Mod. Thought	3	3	...	6	12	18	3	3	...	6	8	14
<i>Assistant Professor Cone</i>												
170A—Composit'n and Literature	3	3	...	...	27	27	3	3	...	1	27	28
170C—Composit'n and Literature	3	3	...	2	35	37	3	3	...	2	34	36
180—Composit'n and Literature..	3	3	...	5	18	23	3	3	...	8	17	25
271A } Reading and Language	...	...	...	...	...	...	...	...	...	...	...	...
271B } Method.....	...	...	...	...	...	...	2	2	...	26	26	26
<i>Assistant Professor Hamilton</i>												
100A—Freshman English	3	3	...	2	26	28	3	3	...	2	26	28
<i>Assistant Professor Cowgill</i>												
100E—Freshman English	3	3	...	23	3	26	3	3	...	22	5	27
100G—Freshman English	3	3	...	19	3	22	3	3	...	20	3	23
100K—Freshman English	3	3	...	12	14	26	3	3	...	13	12	25
<i>Assistant Professor Hoffman</i>												
100B—Freshman English	3	3	...	18	14	32	3	3	...	17	10	27
100D—Freshman English	3	3	...	25	6	31	3	3	...	23	7	30
100I—Freshman English	3	3	...	22	5	27	3	3	...	22	6	28
200B—Introduction to Literature	3	3	...	6	17	23	3	3	...	6	13	19
430—Chaucer	3	3	...	8	8	8	3	3	...	6	6	6
<i>Instructor Nesbitt</i>												
261A } Reading and Language	...	...	...	...	...	...	...	...	...	...	...	...
261B } Method.....	2	2	...	26	26	26	...	...	...	...	...	...

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
<i>Instructor Page</i>												
101B—Freshman English							3	3		15	6	21
FRENCH												
<i>Professor Brandon</i>												
100A—Beginners' Course	4	5		11	12	23	4	5		11	12	23
<i>Associate Professor Kuhne</i>												
400—Modern Literature	2	2			4	4	2	2			5	5
<i>Assistant Professor Baudin</i>												
100C—Beginners' Course	4	5		14	6	20	4	5		13	6	19
200E—Modern Prose	4	4		4	4	8	4	4		4	4	8
210—Modern Prose	4	4		3	10	13	4	4		2	9	11
300B—French Literature	3	3		5	5	10	3	3		2	4	6
321—French Writing	2	2		1	3	4	2	2		3	2	5
421—Classic Tragedy	2	2			4	4						
422—Moliere							2	2			6	6
<i>Assistant Professor Granberry</i>												
100D—Beginners' Course	4	5		8	10	18	4	5		8	8	16
200B—Modern Prose	4	4		9	17	26	4	4		8	18	26
200D—Modern Prose	4	4		5	17	22	4	4		5	14	19
310—Technical French	3	3		7		7	3	3		7		7
<i>Assistant Professor Hooke</i>												
200C—Modern Prose	4	4		12	8	20	4	4		12	10	22
300A—French Literature	3	3		3	17	20	3	3		3	17	20
<i>Instructor Glasgow</i>												
100B—Beginners' Course	4	5		12	14	26	4	5		11	15	26
200A—Modern Prose	4	4		10	13	23	4	4		10	14	24
GEOGRAPHY												
<i>Professor McConnell</i>												
161A—Primary Geography							3	3			28	28
161B—Primary Geography	3	3			36	36						
171A—Intermediate Geography...							4	4		2	20	22
171B—Intermediate Geography...	4	4			34	34						
171C—Intermediate Geography...							4	4		1	25	26
180—Junior High School.....	3	3		6	21	27	3	3		8	24	32

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
271—Special Method in Geog.....	2	2	...	...	31	31	...	...	...	...	...	...
401—Geographic Factor in Social Development	3	3	...	4	12	16	...	...	...	...	...	...
<i>Professor Brandon</i>												..
211—Latin American History....	2	2	...	20	3	23	...	...	...	...	...	...
212—Latin American Geography..	...	...	...	...	...	...	2	2	...	18	3	21
GEOLOGY												
<i>Professor Shideler</i>												
100—General Geology	4	3	3	36	14	50	4	3	3	35	11	46
110—Physiography	4	3	3	16	10	26	4	3	3	11	6	17
201—Mineralogy	3	1	6	5	...	5	...	...	...	...	...	...
212—Economic Geology .....	...	...	...	...	...	...	3	3	...	7	9	7
300—Advanced Geology .....	...	...	...	3	...	3	...	...	...	5	...	5
GERMAN												
<i>Professor Handschin</i>												
100—Beginners' Course	4	5	...	20	2	22	4	5	...	18	2	20
200—Second Year German	4	4	...	13	4	17	4	4	...	14	4	18
230—Comparative Literature ...	2	2	...	7	2	9	2	2	...	10	2	12
311—Scientific German	3	3	...	8	...	8	3	3	...	7	...	7
430—The Best German Writers for Americans	3	3	...	2	2	4	3	3	...	2	2	4
GOVERNMENT												
<i>Associate Professor Vinacke</i>												
200A—American Government ...	3	3	...	22	12	34	3	3	...	20	12	32
200B—American Government ...	3	3	...	14	9	23	3	3	...	13	8	21
310—Comparative Government...	3	3	...	5	4	9	3	3	...	5	4	9
332—Far Eastern Politics .....	...	...	...	...	...	...	3	3	...	7	4	11
GREEK												
<i>Professor Clark</i>												
100—Beginners' Course	5	5	...	12	17	29	5	5	...	...	...	25
200—Greek Testament, Homer, Plato	3	3	...	1	4	5	3	3	...	...	...	5
211—Masterpieces of Greek Lit...	3	3	...	7	10	17	...	...	...	...	...	...
212—Masterpieces of Greek Lit...	...	...	...	...	...	...	3	3	...	...	...	28

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
221—History of Art	2	2	...	9	20	29	...	...	...	...	...	...
222—History of Art .....	...	...	...	...	...	...	2	2	...	...	...	37
231—The Origins of Democracy..	2	2	...	10	9	19	...	...	...	...	...	...
232—Greece and the World Today	...	...	...	...	...	...	2	2	...	...	...	30
HISTORY												
<i>Professor Carter</i>												
170A—Origins of the Am. Nation	3	3	...	...	29	29	3	3	...	...	25	25
170B—Origins of the Am. Nation	3	3	...	...	33	33	3	3	...	...	26	26
170C—Origins of the Am. Nation	3	3	...	...	23	23	3	3	...	...	20	20
180—History the United States..	3	3	...	7	23	30	3	3	...	9	24	33
261A } Problems of Democracy .	3	3	...	...	29	29	...	...	...	...	...	...
261B } Problems of Democracy ..	...	...	...	...	...	...	...	...	...	...	...	...
282—American Government .....	...	...	...	...	...	...	3	3	...	...	14	14
340—The Expansion of Am. Soc'y	3	3	...	4	18	22	3	3	...	4	18	22
<i>Associate Professor Vinacke</i>												
300—American History	3	3	...	11	14	25	3	3	...	9	13	22
<i>Assistant Professor Rodkey</i>												
100A—Mediaeval Europe	4	4	...	35	11	46	4	4	...	45	46	91
100B—Mediaeval Europe	4	4	...	14	38	52	4	4	...	...	...	*
210—European History, 1815-1910	3	3	...	6	6	12	3	3	...	6	7	13
220—English History to 1914....	3	3	...	5	7	12	3	3	...	4	9	13
HOME ECONOMICS												
<i>Assistant Professor Alice Swisher</i>												
410—Special Method	2	1	6	...	6	6	2	1	6	...	6	6
431—Home Management	3	...	9	...	4	4	3	...	9	...	5	5
<i>Assistant Professor O'Connor</i>												
110A—Garment Construction	3	1	6	...	27	27	3	1	6	...	24	24
110B—Garment Construction	3	1	6	...	29	29	3	1	6	...	29	29
231—Textiles	2	...	6	...	23	23	...	...	...	...	...	...
232—Dressmaking .....	...	...	...	...	...	...	2	...	6	...	25	25
422—Millinery	2	...	6	...	20	20	...	...	...	...	...	...
<i>Assistant Professor Graham</i>												
210A—Elementary Cookery	2	...	6	...	6	6	2	...	6	...	6	6
222—Home Management .....	...	...	...	...	...	...	2	1	3	...	15	15
300A—Advanced Cookery	3	1	6	...	15	15	3	1	6	...	15	15

*Included in 100A.

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
311A—Dietetics	4	2	6	...	21	21	...	...	...	...	...	...
311B—Dietetics	3	1	6	...	16	16	...	...	...	...	...	...
<i>Instructor Brate</i>												
210B—Elementary Cookery	2	...	6	...	32	32	2	...	6	...	30	30
252—Special Method .....	...	...	...	...	...	...	3	2	3	...	16	16
301B—Advanced Cookery	3	1	6	...	16	16	...	...	...	...	...	...
HOSPITAL TRAINING												
<i>Professor MacMillan</i>												
201—Practical Nursing	3	1	6	1	15	16	3	1	6	1	18	19
INDUSTRIAL ARTS												
<i>Professor Whitcomb</i>												
330—Special Method	2	2	...	5	1	6	2	2	...	3	1	4
<i>Assistant Professor Grinnell</i>												
111—Handwork in Wood	4	2	6	20	7	27	...	...	...	...	...	...
112—Woodworking Projects .....	...	...	...	...	...	...	4	2	6	25	1	26
211—Furniture Making	3	1	6	6	...	6	...	...	...	...	...	...
212—Advanced Furniture Making .....	...	...	...	...	...	...	3	1	6	6	...	6
321—Sheet Metal Work .....	...	...	...	...	...	...	2	1	3	12	...	12
412—Bench Metal Work	2	1	3	10	...	10	...	...	...	...	...	...
<i>Instructor Beers</i>												
260A } Handwork for Grades 1-3.	2	1	3	}	44	44	2	1	3	}	41	41
260B } Handwork for Grades 1-3.	2	1	3	}	...	...	2	1	3	}	...	...
271A—Handwork for Grades 4-6	2	1	3	...	14	14	...	...	...	...	...	...
271B—Handwork for Grades 4-6	...	...	...	...	...	...	2	1	3	...	16	16
LATIN												
<i>Professor Holtzhausser</i>												
100—Virgil's Aeneid	4	4	...	1	5	6	4	4	...	1	5	6
110—Cicero, Terence, and Latin	...	...	...	...	...	...	...	...	...	...	...	...
Poets	4	4	...	6	23	29	4	4	...	5	21	26
200—Horace and Plautus	3	3	...	3	6	9	3	3	...	3	6	9
MATHEMATICS												
<i>Professor Anderson</i>												
200—Calculus	5	5	...	25	4	29	5	5	...	26	4	30

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
231—Trigonometry and Surveying	3	2	3	15	2	17	..	..	..	..	..	..
232—Advanced Surveying .....	..	..	..	..	..	..	3	2	3	19	..	19
320—Mechanics	3	3	..	6	..	6	3	3	..	6	..	6
331—Astronomy	3	3	..	10	4	14	..	..	..	..	..	..
332—Astronomy .....	..	..	..	..	..	..	3	3	..	10	4	14
<i>Professor Feeney</i>												
161A—Primary Arithmetic	3	3	..	..	31	31	..	..	..	..	..	..
161B—Primary Arithmetic .....	..	..	..	..	..	..	3	3	..	..	32	32
171A—Intermediate Arithmetic...	4	4	..	..	26	26	..	..	..	..	..	..
171B—Intermediate Arithmetic...	..	..	..	..	..	..	4	4	..	2	20	22
171C—Intermediate Arithmetic...	4	4	..	..	25	25	..	..	..	..	..	..
180—Junior High School	3	3	..	6	22	28	3	3	..	8	21	29
<i>Assistant Professor Spenceley</i>												
101A—Unified Mathematics	3	3	..	25	4	29	..	..	..	..	..	..
102A—Unified Mathematics .....	..	..	..	..	..	..	3	3	..	23	6	29
111C—Unified Mathematics	5	5	..	20	8	28	..	..	..	..	..	..
111D—Unified Mathematics	5	5	..	16	4	20	..	..	..	..	..	..
112C—Unified Mathematics .....	..	..	..	..	..	..	5	5	..	17	6	23
112D—Unified Mathematics .....	..	..	..	..	..	..	5	5	..	14	4	18
211—Plane Analytic Geometry ...	3	3	..	16	4	20	..	..	..	..	..	..
212—Solid Analytic Geometry....	..	..	..	..	..	..	3	3	..	11	5	16
<i>Assistant Professor Ehrman</i>												
111A—Unified Mathematics	5	5	..	18	..	18	..	..	..	..	..	..
111B—Unified Mathematics	5	5	..	15	6	21	..	..	..	..	..	..
112A—Unified Mathematics .....	..	..	..	..	..	..	5	5	..	15	1	16
112B—Unified Mathematics .....	..	..	..	..	..	..	5	5	..	12	6	18
131A—Elementary Algebra	5	5	..	26	5	31	..	..	..	..	..	..
132B—Algebra and Trigonometry	..	..	..	..	..	..	5	5	..	27	6	33
<i>Instructor Murray</i>												
101B—Unified Mathematics	3	3	..	6	9	15	..	..	..	..	..	..
101C—Unified Mathematics	3	3	..	7	7	14	3	3	..	10	2	12
102B—Unified Mathematics .....	..	..	..	..	..	..	3	3	..	9	7	16
MUSIC												
<i>Professor Martin</i>												
110—Elementary Music	3	3	..	2	14	16	..	..	..	..	..	..
130—Singing	2	2	..	2	13	15	2	2	..	4	19	23
220—History of Music	3	3	..	1	12	13	3	3	..	1	9	10

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
230—Advanced Singing	2	2	...	1	6	7	2	2	...	...	...	*
<i>Assistant Professor Clokey</i>												
110—Elementary Music .....	...	...	...	...	...	...	3	3	...	2	13	15
170A } Elementary Music	1	2	...	...	45	45	1	2	...	...	50	50
170B } Elementary Music	1	2	...	...	...	...	1	2	...	...	...	...
170C } Elementary Music	1	2	...	6	50	56	1	2	...	6	44	50
180 } Elementary Music	1	2	...	...	...	...	1	2	...	...	...	...
210—Structure of Music	3	3	...	1	8	9	3	3	...	...	8	8
<i>Instructor Keller</i>												
120—Public School Music	3	3	...	2	16	18	3	3	...	3	14	17
260—Public School Music	½	1	...	...	32	32	½	1	...	...	32	32
270—Public School Music	½	1	...	...	29	29	½	1	...	...	30	30
<i>Instructor Towner</i>												
140—Piano Playing	2	2	...	1	21	22	2	2	...	1	21	22
160A—Elementary Music	1	2	...	...	34	34	1	2	...	...	31	31
160B—Elementary Music	1	2	...	...	32	32	1	2	...	...	31	31
240—Advanced Piano Playing ...	2	2	...	...	...	†	2	2	...	...	...	†
PHILOSOPHY												
<i>Professor Powell</i>												
400—Ethics	3	3	...	12	7	19	3	3	...	...	...	17
460—Spiritual vs. Materialistic Conception of the Universe	3	3	...	9	4	13	3	3	...	...	...	14
<i>Professor McMillan</i>												
302—Logic	3	3	...	11	14	25	3	3	...	21	12	33
<i>Associate Professor Murchison</i>												
301—Psychology	3	3	...	21	10	31	3	3	...	18	7	25
310A—Introductory Psychology..	3	3	...	23	15	38	3	3	...	25	14	39
310B—Introductory Psychology..	3	3	...	12	5	17	3	3	...	18	6	24
320—Comparative and Social Psychology	3	3	...	26	13	39	3	3	...	26	11	37
451—Applied Psychology	3	3	...	13	7	20	...	...	...	...	...	...
452A—Abnormal Psychology ....	...	...	...	...	...	...	2	2	...	29	19	48
452B—Abnormal Psychology ....	...	...	...	...	...	...	2	2	...	14	24	38
PHYSICS												
<i>Professor Culler</i>												
100A—Freshman Physics	4	3	3	12	2	14	4	3	3	14	2	16

*Combined with 130
†Combined with 140

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
100C—Freshman Physics	4	3	3	21	2	23	4	3	3	22	2	24
200—General Physics	4	4	...	15	6	21	4	4	...	18	6	24
300—Advanced Laborat'y Physics	3	...	6	11	1	12	3	...	6	10	1	11
400—Advanced Laborat'y Physics	...	...	...	1	...	1	...	...	...	1	...	1
<i>Assistant Professor Dunn</i>												
100B—Freshman Physics	4	3	3	20	6	26	4	3	3	18	6	24
100D—Freshman Physics	4	3	3	14	1	15	4	3	3	13	1	14
322—Wireless Telegraphy .....	...	...	...	...	...	...	3	2	3	3	...	3
PUBLIC SPEAKING												
<i>Associate Professor Williamson</i>												
100A—Oral Interpretation of Lit- erature	2	2	...	7	21	28	2	2	...	...	...	26
200A—Public Address	2	2	...	24	1	25	2	2	...	...	...	23
200B—Public Address	2	2	...	14	3	17	2	2	...	...	...	16
310—Dramatic Interpretation ...	3	2	3	8	15	23	3	2	3	...	...	26
410—Adv. Dramatic Interpretat'n	...	...	...	...	...	...	2	1	3	...	...	5
<i>Assistant Professor Cone</i>												
261—Oral Interpretation of Liter- ature	2	2	...	...	56	56	...	...	...	...	...	...
271A—Oral Interpretation of Lit- erature .....	...	...	...	...	...	...	2	2	...	...	28	28
271B—Oral Interpretation of Lit- erature	2	2	...	...	...	*	...	...	...	...	...	...
281—Oral Interpretation of Liter- ature .....	...	...	...	...	...	...	2	2	...	...	...	†
<i>Assistant Professor Cowgill</i>												
100B—Oral Interpretation of Lit- erature	2	2	...	4	25	29	2	2	...	5	25	30
100C—Oral Interpretation of Lit- erature	2	2	...	6	22	28	2	2	...	7	21	28
SCHOOL ADMINISTRATION												
<i>Professor Minnich</i>												
261—Elementary Schools .....	...	...	...	...	...	...	2	2	...	3	50	53
271A—Elementary Schools	2	2	...	1	25	26	...	...	...	...	...	...
271B—Elementary Schools .....	...	...	...	...	...	...	2	2	...	...	...	*
281—Elementary Schools	2	2	...	...	...	†	...	...	...	...	...	...

*Combined with 261

†Combined with 271

TABLE XV (Continued)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
400—Secondary Schools	3	3	...	7	35	42	3	3	...	...	21	21
<i>Professor Whitcomb</i>												
412—Vocational Education .....	...	...	...	...	...	...	3	3	...	1	19	20
SOCIOLOGY												
<i>Associate Professor Reed</i>												
200A—Principles of Sociology ...	3	3	..	20	14	34	3	3	...	20	14	34
200B—Principles of Sociology ...	3	3	...	18	11	29	3	3	...	17	10	27
200C—Principles of Sociology ...	3	3	...	14	13	27	3	3	...	14	13	27
310—Labor Problems	3	3	...	12	11	23	3	3	...	...	...	28
331—Social Institutions	3	3	...	15	18	33	...	...	...	...	...	...
332—Rural Sociology .....	...	...	...	...	...	...	3	3	...	...	...	46
<i>Associate Professor Beneke</i>												
200D—Principles of Sociology....	3	3	...	26	20	46	3	3	...	16	10	26
200E—Principles of Sociology....	...	...	...	...	...	...	3	3	...	9	9	18
SPANISH												
<i>Associate Professor Kuhne</i>												
100D—Beginners' Course	4	5	...	29	4	33	4	5	...	19	4	23
100E—Beginners' Course	4	5	...	9	11	20	4	5	...	10	11	21
200B—Second Year Spanish	4	4	...	13	6	19	4	4	...	15	7	22
301—Classic Drama	2	2	...	9	9	18	...	...	...	...	...	...
302—Classic Prose .....	...	...	...	...	...	...	2	2	...	8	7	15
<i>Assistant Professor da Cruz</i>												
100B—Beginners' Course	4	5	...	12	7	19	4	5	...	12	10	22
100C—Beginners' Course	4	5	...	17	8	25	4	5	...	17	5	22
200A—Second Year Spanish	4	4	...	20	5	25	4	4	...	17	5	22
200C—Second Year Spanish	4	4	...	8	11	19	4	4	...	10	11	21
210—Commercial Spanish	2	2	...	10	2	12	2	2	...	9	3	12
<i>Assistant Professor Hooke</i>												
100A—Beginners' Course	4	5	...	8	7	15	4	5	...	9	7	16
101—Beginners' Course .....	...	...	...	...	...	...	4	5	...	3	5	8
200D—Second Year Spanish	4	4	...	3	2	5	...	...	...	...	...	...
ZOOLOGY												
<i>Professor S. R. Williams</i>												
100A—Introduction to Zoology ...	4	2	6	10	18	28	4	2	6	10	18	28

TABLE XV (Concluded)

INSTRUCTOR AND COURSE	1st Semester						2nd Semester					
	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total	Semester Hrs. Credit	Recitation Hrs. per wk.	Laboratory Hrs. per wk.	Men	Women	Total
100B—Introduction to Zoology ...	4	2	6	21	14	35	4	2	6	17	15	32
121—Hygiene and Sanit'y Biology	3	3	...	11	35	46	...	...	...	...	...	...
122A—Physiology .....	...	...	...	...	...	...	3	2	3	1	24	28
122B—Physiology .....	...	...	...	...	...	...	3	2	3	4	6	13
210—Histology and Embryology..	3	1	6	5	2	7	3	1	6	7	3	10
<i>Professor Shideler</i>												
300 Organic Evolution	3	2	3	4	9	13	3	2	3	6	9	15

TABLE XVI—Teaching Load

The teaching load, as here computed, is based on the number of students who completed the work of the first semester 1921-22, and obtained final grades in the various classes. The unit of measurement is the *student clock hour* which represents the teaching load involved in giving instruction to one student one hour per week for the entire term. Laboratory supervision, because of the nature of the work and the help of student assistants, is counted as one-half the value of class instruction in determining the teaching load.

Instructor	Total Load	Instructor	Total Load
Anderson	264½	Holtzhauser	167
Baudin	230	Hooke	235
Beers	145	Keller	115
Beneke	465	Kuhne	385
Brandon	161	MacMillan	64
Brate	160	McConnell	435
Brill	352	McDill	87
Brown	335½	McMillan	453
Carter, C. E.	493	Martin	109
Carter, H. H.	412	Minnich	178
Clark	307	Murchison	435
Clokey	229	Murray	87
Cone	373	Nesbitt	52
Cowgill	336	O'Connor	353
Craver	287	Powell	96
Culler	234	Reed	438
daCruz	420	Richard	459
Davis	416½	Rodkey	464
Dennison	309	Ross	316
Dunn	240	Shideler	407½
Ehrman	350	Smyers	315
Feeney	381	Spenceley	387
Fink	279½	Swisher, Alice	42
Glasgow	222	Swisher, Amy	289
Graham	247	Todd	313
Granberry	303	Towner	154
Grinnell	184	Vinacke	273
Guiler	434	Whitcomb	469½
Handschin	232	Williams, A. S.	291
Hamilton	84	Williams, S. R.	481
Heckert	150	Williamson	220½
Hoffman	363		

Table XVII—Freshman Rank Lists, First Semester, 1921-1922

The following lists show the relative scholastic standing of those members of the freshman classes who completed the work of the first

semester, 1921-22. In case two or more students attained the same rank, the preference in order was given to the student carrying the most work:

FRESHMAN CLASS, LIBERAL ARTS COLLEGE

1 Dunn, Dorothy	130.0	51 Willis, Juanita	108.0
2 Ginstie, Alberta M.....	129.1	52 Kerns, Helen H.	107.9
3 Moreland, Lucille P.....	129.0	53 Riggs, R. C.	107.9
4 Yates, Lois	128.3	54 Ulrich, Ralph K.	107.9
5 Young, H. F.	128.2	55 Lugar, Joseph M.	107.8
6 Krampe, Charlotte M.....	127.4	56 Swank, J. A.	107.5
7 Sinclair, Thornton	125.3	57 Swartz, Frederick	107.5
8 Staley, J. E.	125.3	58 Bowers, Russel	107.3
9 Markle, Marian	124.4	59 Cramer, L. P.	107.0
10 Dietz, Paul	123.7	60 Ford, Curtis Lee	107.0
11 Reed, Fred A.	122.9	61 Wolford, John	106.7
12 Spillette, Gordon	122.1	62 Williams, G. T.	106.3
13 Gastineau, Mary L.	121.6	63 Baker, H. K.	106.2
14 York, J. M.	120.8	64 Frech, Elmer	106.2
15 Rhodes, Helen	120.4	65 Kramer, J. H.	106.2
16 Prather, W. T.	119.7	66 Lyons, J. E.	106.2
17 Cannon, Dorothy	119.4	67 Miller, Joseph N.	106.2
18 Daniels, H. R.	119.4	68 Phillips, Jane C.	106.2
19 Hawkins, R. R.	118.8	69 Williamson, C. M.	106.2
20 Miller, Wm. Harold	118.7	70 Wilson, S. Kyle	106.2
21 Deken, George T.	117.0	71 Korb, G. E.	105.8
22 Sauer, Edith	116.8	72 Lee, Mary	105.3
23 Rimanoczy, William Bela	116.2	73 Matuszak, A.	105.3
24 Gamble, Lawrence	116.2	74 Clawson, Harry A.	104.6
25 Weisbrodt, Laura Lee	116.0	75 Allen, W. C.	104.4
26 Barker, Harold	115.9	76 Brown, H. S.	104.4
27 Van Gorden, Christine	115.9	77 Daulton, George	104.0
28 Bridenbaugh, Arthur	115.0	78 Michelson, Leonard R.	104.0
29 Francis, Roland	115.0	79 Skeer, Lavina W.	104.0
30 Kiracofe, J. M.	115.0	80 Aue, Lester A.	103.8
31 Davidson, Paul V.	115.0	81 Nudd, Josephine	103.8
32 Hendrick, Pauline	115.0	82 Van Houten, Harold	103.5
33 Conway, J. H.	114.3	83 Kramlich, Richard	103.2
34 Burkam, Lucie	114.0	84 Bunnell, Myron	103.0
35 Marts, H. S.	113.2	85 Clemens, Martha	103.0
36 Criffield, George	112.4	86 Moulton, Helen	103.0
37 Newman, Emma	112.4	87 Neeb, R. M.	102.6
38 Nixon, Edgar	112.4	88 Pickelheimer, Marie	102.0
39 Ivins, Frances L.	111.5	89 Woods, W. J.	102.0
40 Scoville, Merrill	111.5	90 Little, Robert W.	102.0
41 Shouse, J. D.	111.5	91 Mastandrea, J. R.	102.0
42 Parker, Marian	111.2	92 Bylenga, Andrew Wolf	101.8
43 Long, Charlotte A.	110.6	93 Hess, Elmer L.	101.8
44 Kiracofe, Wm. R.	110.3	94 Kennedy, Clarence N.	101.2
45 Smith, H. K.	110.3	95 Kiehl, J. H.	101.2
46 Sparling, Rachel M.	110.3	96 Wild, John	101.2
47 Deiss, C. F.	110.0	97 Adams, Hester H.	100.9
48 Lehman, R. J.	109.2	98 Johnson, Cleon	100.9
49 Sprague, Mary	109.0	99 Mackenzie, Franklin	100.9
50 Hough, A. E.	108.8	100 Urban, Irene B.	100.9

101	Hepp, Harold	100.0	158	Hill, Florence L.	84.4
102	Kincaid, A.	100.0	159	Cooksey, Wilbur	83.3
103	Lindsey, Leonard L.	100.0	160	Kapp, Lawrence	82.7
104	Schoenling, Philip	100.0	161	Fetherlin, J. Wylie	82.5
105	Harris, Laura M.	100.0	162	Baxter, D. E.	82.1
106	Needham, Sabrina C.	100.0	163	Bishop, W. M.	81.8
107	Ruff, Iris Genevieve	100.0	164	Potter, Myron	81.5
108	Ball, Marion Louise	100.0	165	Hewitt, Alice Louise	80.3
109	Buck, Martha G.	100.0	166	Brown, L. A.	80.0
110	Bremer, Victor Leroy	99.1	167	Lyne, Edith	80.0
111	Hoffman, G. M.	99.1	168	Dyar, Lyle	80.0
112	Newton, Willie Grace	99.1	169	Hempstead, Sidney	79.8
113	Wing, Marion J.	98.9	170	Kramb, Charles	79.8
114	Beaver, E. C.	98.0	171	Nisbet, Elizabeth	79.8
115	Brookbank, Ruth E.	98.0	172	Gomien, S. A.	79.3
116	Lewis, Hazel M.	98.0	173	Turner, Nelson C.	79.1
117	Maley, Frank	97.7	174	Webster, Roscoe	78.4
118	Hawver, Kenneth G.	97.6	175	Bell, W. Goebel	78.3
119	Davis, Virgil	97.5	176	Ruth, P. C.	78.1
120	Hurt, J. W.	97.5	177	Cabell, Helen	78.0
121	Bradford, James	97.4	178	Davis, Lloyd Glenn	78.0
122	Chappars, Mike S.	97.4	179	Parker, Harry F.	77.4
123	Owen, Thomas L.	97.4	180	Wilson, Marcella	77.4
124	Borland, Carl	97.2	181	Zeek, Carl E.	77.1
125	Goodman, Geneva L.	97.2	182	Reed, Glenn	77.0
126	Sammons, Florence	97.2	183	Hendrick, Richard H.	75.6
127	Meyer, Alfred	97.0	184	Brannen, A.	75.0
128	Moy, Odis E.	96.7	185	Wilson, J. W.	75.0
129	Colville, E. J.	96.5	186	Green, P. M.	75.0
130	Dille, Joe H.	96.5	187	Wilson, J. J.	74.0
131	Taylor, Kenneth	96.5	188	Sprague, Orville	73.7
132	Vancil, N. W.	96.3	189	Watterson, John G.	73.1
133	Loehi, C. T.	96.2	190	Waterfield, Richard H.	72.7
134	Kennedy, J. C.	96.2	191	Brouse, Alfred	72.5
135	Skinner, Herbert Knox	95.8	192	Moore, Thomas A.	72.5
136	Dillsworth, Pauline	95.6	193	Anderson, Victor	70.3
137	Lindeman, J. G.	95.3	194	Martin, Wilbur	70.3
138	Dickman, R. H.	94.6	195	French, George J.	68.8
139	Caudill, Clarence R.	94.4	196	Gruver, Robert	68.0
140	Brydle, R.	94.3	197	Moberly, Lorie	67.1
141	Mitchell, Eleanor L.	94.0	198	Laughlin, W. S.	66.8
142	Roth, R. F.	93.7	199	Switzer, Dorothy M.	66.8
143	Condit, G. D.	93.0	200	Yates, Melvin Austin	66.6
144	Robertson, Charles	93.0	201	Drake, J. W.	66.2
145	Blackford, R. C.	92.3	202	Hopper, Willard B.	65.6
146	Buttolph, J. C.	91.2	203	Joseph, Z. C.	65.3
147	Cooper, Alberta	91.0	204	Chandler, G.	63.8
148	Trees, H. J.	90.0	205	Bookwalter, Dan H.	62.7
149	Shera, Jesse	89.7	206	Scott, Howard	62.5
150	Bishop, W. C., Jr.	89.6	207	Clegg, Charles B.	62.1
151	Herman, Virginia	89.0	208	Black, Mary Louise	60.4
152	Geiser, Herman P.	87.5	209	Joseph, C. S.	59.7
153	Miller, Ruth A.	87.5	210	Halter, Joseph H.	58.4
154	Spriggs, Paul	86.7	211	Spain, Robert	58.2
155	Deibig, Edward A.	85.3	212	Chiao, Harold Ho-Ling	56.9
156	Conway, Robert G.	85.0	213	Ressler, Elmer D.	56.2
157	Wilson, Frank M.	85.0	214	Roth, C. B.	54.4

215	Hunt, G. R.	54.3	222	Martin, Frederick K.	34.7
216	Fredrickson, C. H.	50.9	223	Michael, W. A.	31.2
217	Crane, Walter Thomas	48.7	224	Finch, Lillian M.	30.9
218	Porter, William	48.5	225	Hartford, Donald W.	26.8
219	Minnich, Leonard B.	46.7	226	Walker, W. C.	22.7
220	Wilson, Alvin Shields	45.3	227	Durr, C. E.	20.0
221	Belden, Bert	43.7	228	Evans, Robert G.	15.1

FRESHMAN CLASS, BACHELOR OF SCIENCE IN EDUCATION

1	Foote, Anvilla Elizabeth	127.4	47	Wolfe, Dorothy	105.8
2	Huber, Mary Florabel	126.5	48	Prudent, Alice	105.3
3	McBeth, Gilbert	126.5	49	Ralston, Lila	105.3
4	Donaldson, Marietta	125.0	50	Hovis, Thelma	104.7
5	Conway, Jessie	123.8	51	Paul, Kathryn	104.7
6	Scudder, Lucille Rebecca	123.3	52	Henkle, Mary Kathryn	104.4
7	Anderson, Charlotte	121.2	53	Fry, Camilla	104.0
8	Holfinger, Helen Marie	120.3	54	Allen, Bernice	103.5
9	Townsend, Grace	120.0	55	Lambert, Helen	103.5
10	Hutchison, Wilma	119.4	56	Mills, Mary Katherine	102.8
11	Rosser, Mary Ellen	117.8	57	Finter, Catherine	102.6
12	Vore, Arlene A.	116.8	58	Leever, Vivian	102.6
13	English, Winifred	116.1	59	Castlen, Mary Louise	102.3
14	Bolsinger, Helen L.	115.9	60	Bonham, Samuel	102.0
15	Morgan, Grace Adelle	115.0	61	Flanery, Thelma	101.7
16	Potter, Lulu	114.1	62	Haisch, Helen Mary	101.5
17	Buchanan, Doris Mildred	114.1	63	Knose, Kenneth	100.9
18	Davenport, Mary R.	113.2	64	Neville, Ernest Herald	100.9
19	Michel, Elsie E.	113.2	65	Rockhold, Martha	100.9
20	Finney, Beryl	112.4	66	Conway, Esther	100.3
21	Neu, Mary L.	112.4	67	Trowbridge, Catherine	100.0
22	Nichols, Viola	112.4	68	Long, Virginia	99.1
23	Parrett, Doris	112.4	69	Conway, Dorothy	99.0
24	Saari, Hilda	112.0	70	Petree, Wilbur L.	98.0
25	Frasch, Catherine	110.6	71	Stover, Gladys	98.0
26	Butz, Thyra	110.3	72	Hargrave, William F.	97.7
27	Gerwe, Elmer George	110.3	73	Gates, Ida Louise	97.4
28	Gath, Mary	110.0	74	Tappan, Emelie Elizabeth	97.2
29	Chenoweth, Mary Nicholas	109.7	75	Fishpaw, Martha L.	96.5
30	Nash, Dorothea	109.7	76	Wright, Dean	96.2
31	Potter, Margaret	109.7	77	McMahan, Esther	96.0
32	Swain, Mildred	109.7	78	Stearns, Marie	94.4
33	Carr, Lavina	109.4	79	Johnson, Eva Mae	92.5
34	Lemon, Edith	109.4	80	Whitt, Gladys Ruth	89.3
35	Aiken, Catherine	108.8	81	King, Mildred	88.6
36	Pigman, Gertrude L.	108.8	82	Newell, Evelyn	86.1
37	York, Helen	108.8	83	Wood, Thelma	82.3
38	Muskoff, Earl William	108.3	84	Reinbolt, Dorothy	81.5
39	Channell, Gladys	107.5	85	Mitchell, William C.	81.4
40	Beller, Dorothy Adelaide	107.1	86	Montgomery, Julia	79.3
41	Little, Ruth L.	107.1	87	Pifer, Lloyd D.	79.3
42	Menough, Esther Mae	107.1	88	Howenstine, Mary Lois	78.6
43	Plent, Richard	107.1	89	Thompson, Clair	78.4
44	Hale, Treva	106.2	90	Foltz, Ruth Mary	78.3
45	Robinson, Elizabeth	106.2	91	Davis, Claribel	77.7
46	Burnett, Marjorie	106.0	92	White, Mabel	77.3

93 O'Neal, Lavenia	74.1	99 Broadwell, Joseph B.	53.7
94 Teckman, Ora C.	71.4	100 Light, Carl Darwin	50.8
95 Fisher, Delbert D.	71.2	101 Wright, Maynard	48.0
96 Lawrence, Franklin A.	63.5	102 Cramer, J. Howard	18.7
97 Young, George Floyd	61.8	103 Schilling, Anna Alvena	17.6
98 Murray, Elizabeth	61.4	104 Ross, John E.	5.9

FRESHMAN CLASS, TEACHERS COLLEGE

1 Stepleton, Helen	127.2	48 Selquist, Sigrid M.	112.2
2 Penland, Lowell	126.6	49 Stowe, Margaret	112.2
3 Greene, Lizzie Ellen	126.4	50 Converse, Genevieve	111.8
4 Droitcour, Lillie E.	126.2	51 Monroe, Margaret	111.7
5 Erfurth, Myrtle Rose	126.2	52 Dollinger, Herbert	111.5
6 Hunt, Esther	126.2	53 Kuhn, Russel O.	111.5
7 Hamilton, Juanita	124.7	54 Strohming, Marguerite	111.5
8 Murphy, Maude	124.7	55 Brock, Jennie	111.2
9 Harb, Bess	124.5	56 Etter, Lois	110.6
10 Roof, Olive B.	122.9	57 Gibson, Martha	110.6
11 Hanley, Elizabeth	121.6	58 Wright, Lois	110.6
12 Green, Doris Ollene	121.2	59 Ketcham, Bryan	110.6
13 Kinsey, Mildred Lee	120.5	60 Bowlus, Kathryn	110.4
14 Nutt, Florence	120.3	61 Shaffer, Stewart	110.0
15 Gaiser, Mabel	119.7	62 Battrick, Lucile	109.7
16 Lohrer, Katherine	119.7	63 Nixon, Dorothy E.	109.7
17 Lisle, Mae Burgess	119.4	64 Schlagel, Esther	109.7
18 Wells, Ruth M.	119.4	65 Hime, Kathryn	109.4
19 Shaffer, Rubene	119.1	66 Reimer, Marcella	109.4
20 Thomas, Lorange	118.5	67 Fink, Martha	108.8
21 Augspurger, Calvin	118.2	68 Rectenwald, Dorothy E.	108.8
22 Quimby, Nola	117.6	69 Roll, Edna	108.8
23 O'Neal, Judy	117.0	70 Barrett, Louise	108.6
24 Burns, Esther	116.9	71 Fessler, Warren	108.6
25 Gilbert, Mildred	116.9	72 Boomershine, Ethel	108.4
26 Schaerges, Charles E.	116.8	73 DeTray, Audrey	108.4
27 Locke, Claudine	116.8	74 Barr, Mildred	107.9
28 Beckman, Dorothy	115.9	75 Feiler, Frieda	107.9
29 Davis, Ruth Vera	115.9	76 Kremer, Christine	107.9
30 Delacourt, Kathryn	115.9	77 McCorry, Mary Isabelle	107.9
31 Lyon, Margaret J.	115.9	78 Price, Jessie Dorothy	107.9
32 McClung, Goldie	115.9	79 Barnett, Ethel	107.5
33 Von Berge, Edna Elizabeth	115.9	80 Smalley, Florence P.	107.5
34 Byard, Gladys R.	115.9	81 Crayford, Marguerite	107.3
35 Zeigler, Tamson	115.9	82 Barry, Nicola	107.1
36 Krein, Cora	115.0	83 Berg, Elnora	107.1
37 Conway, Kathryn	114.1	84 Bickham, Helen M.	107.1
38 Robinson, Esther	114.1	85 Brown, Dorothy	107.1
39 Wollet, Ruth	114.1	86 Eaton, Bertha	107.1
40 Bowland, Jestinah	114.0	87 Truster, Lois	107.1
41 Loudon, Mildred	113.8	88 King, Ruth Anne	106.9
42 Helman, Marguerite	113.2	89 Thurston, Irene	106.9
43 Lockhart, Ruth	113.2	90 Gerner, Elizabeth J.	106.6
44 Young, Velma Irene	113.1	91 West, Thelma B	106.6
45 May, Amber	112.4	92 Beachler, Dorothy	106.3
46 Von Berge, Flora Jane	112.4	93 Fox, Thelma	106.2
47 Barr, Margaret Elizabeth	112.2	94 Geiger, Edith	106.2

95 Herron, Maxine	106.2	151 Conwell, Edith	97.0
96 Pearson, Mildred M.	106.2	152 Freeman, Margaret	96.5
97 Farquhar, Eloise	105.6	153 Seibert, Ruth	95.7
98 Meyer, Emma	105.6	154 Irvin, Georgiana	95.6
99 Warren, Viola Julia	105.3	155 Buck, Elizabeth	95.3
100 Harvey, Zula	104.7	156 Custer, Ruby Sophia	94.7
101 Gruber, Florence	104.6	157 Keene, Doris	93.8
102 Duffield, Helen	104.4	158 Warren, Allamay	93.8
103 High, Lonita	104.4	159 Woods, Kathryn	93.8
104 Klinger, Lela B.	104.4	160 Harrison, Florence L.	93.4
105 Porter, Margaret	104.4	161 Selch, Howard	93.0
106 Wolfe, Juanita	104.4	162 Denius, Clayton E.	92.9
107 Yaekle, Marie	104.4	163 Rinker, Loretta	92.9
108 Clark, Elizabeth	103.8	164 Waldeck, Philip	92.9
109 Eikenberry, Catherine	103.8	165 Alexander, Earl	92.8
110 Oelslager, Ethel	103.5	166 Book, Cleon M.	92.3
111 Thomas, Mary Lee	103.5	167 Harruff, Doris	92.1
112 Whitaker, Edith M.	103.5	168 Himelick, Ethel	91.5
113 Liggett, Irma	102.6	169 Heis, Esther	90.3
114 Odoms, Berta	102.6	170 Neal, Helen Lucille	89.6
115 Simmons, Gladys	102.6	171 Early, Goldie	88.8
116 Ramsey, Melvin	102.6	172 White, Lena	88.6
117 Iorns, Dorothy	101.9	173 O'Neal, Grace	87.7
118 Miller, Florence	101.9	174 Banzhof, Anna Louise	85.9
119 Tolbert, Elizabeth	101.9	175 Hughes, Ann Lilla	85.9
120 Elder, Wendell	101.8	176 Allington, Thelma ..	85.4
121 Hadley, Mildred	101.8	177 Sharkey, Julia	85.0
122 Halstead, Frances	101.8	178 Shepherd, Clara Belle	85.0
123 Smith, Senora A.	101.8	179 Klepinger, Mary K.	83.3
124 Van Sweringen, Mary Irene	101.8	180 Broyles, Mary Elizabeth	83.1
125 Young, Beulah	101.2	181 Fuhr, Katharine	83.1
126 Jackson, Frances	100.9	182 Hunter, Dorothy	83.1
127 Magie, Marie	100.9	183 Moeller, Eulitta	83.1
128 Neff, Ruth	100.9	184 Roudebush, Sara Helen	82.4
129 O'Roark, Ruth	100.9	185 Burnett, Elizabeth	82.1
130 Craver, Norma	100.9	186 Grau, Ruth	81.2
131 Siler, Helen	100.9	187 Haines, Adeline	81.2
132 Morrison, Bessie	100.0	188 King, Alvena	81.2
133 Rugless, Lucile H.	100.0	189 Brandstetter, Gertrude	80.3
134 Tracy, Ethel	100.0	190 Clark, Helen	79.8
135 Turton, Cecil	100.0	191 Huston, Russell	79.7
136 Wirsching, Elva E.	100.0	192 Jones, Ruth E.	79.0
137 Beatty, Edith E.	100.0	193 Wilson, Eva	78.9
138 Maddock, Elsie	100.0	194 Hackenburg, Phyllis	78.8
139 Kleinfelder, Ocus	100.0	195 Wittman, Mildred	78.4
140 Burbank, Nelson	99.3	196 Farr, Ruth Virginia	78.0
141 Saylor, Elizabeth	99.1	197 Ulrich, Margaret	76.2
142 Dickey, Fern	99.1	198 MacLaren, Bonnie	76.2
143 Runyan, Frances	99.1	199 Kinney, Margaret	75.6
144 Neff, Geraldine	99.0	200 Strait, Thelma	75.3
145 Sharp, Lloyd	98.3	201 Holmes, Lillian	74.7
146 Chambers, Lulu	98.2	202 Mitchell, Hattie May	73.9
147 Lantz, Esther	98.2	203 Schertzer, Lucile	70.3
148 Perkins, Mildred	98.2	204 Flanagan, Thelma	67.9
149 Reynolds, Elizabeth	98.1	205 Wisecup, Mack	63.4
150 Marshall, Ruth E.	98.0	206 Martin, Ethel	61.2

207	Blair, Susan	60.6	217	Pence, Mae	51.0
208	Corson, Mary Eleanor	60.6	218	Easter, Mary	46.2
209	Brandenburg, Edith	60.3	219	Ulrich, Marguerite	45.0
210	Price, Bessie M.	57.1	220	Butterfield, Beatrice	44.6
211	Carter, Winifred	57.1	221	Imhoff, Freda	39.9
212	Whitmer, Esther	57.0	222	Hoffman, Lelia	34.7
213	Juillerat, Ida	56.9	223	Hancock, Leona E.	27.8
214	Reiling, Irene	56.2	224	Fast, Ferry	25.0
215	Swihart, Zelma	55.9	225	Kirkpatrick, Jean	20.9
216	Schmidt, John F.	52.3	226	Bayes, Louella	0.0

RHEBA D. MURRAY,
Registrar.

Library Statistics

TABULATION A
TOTAL RECORDED USE OF BOOKS

MONTH	Days Open	HOME USE					Stack Room
		Students Reserve	Students Two-Weeks	Faculty	Total	Daily Average	
April	26	434	1,310	389	2,133	82.1	1,934
May	25	411	1,293	340	2,044	80.8	2,453
June	26	434	686	245	1,365	52.5	1,306
July	25	525	813	358	1,696	67.9	1,794
August	26	1,316	721	153	2,190	84.2	1,189
September	24	225	612	368	1,205	50.2	547
October	26	1,270	1,032	317	2,619	100.7	805
November	25	1,203	1,311	296	2,810	112.4	779
December	24	376	843	232	1,451	60.5	466
January	22	416	1,406	305	2,127	96.7	653
February	23	691	1,425	319	2,435	105.9	889
March	27	754	1,323	337	2,414	89.4	800
Total	299	8,055	12,775	3,659	24,489	81.9	13,615

TABULATION B

TOTAL RECORDED USE OF BOOKS, EXCEPT RESERVE BOOKS, IN BUILDING
ARRANGED BY CLASSES IN ORDER OF EXTENT OF USE

Class	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
History and Biography..	648	460	254	449	272	72	99	56	70	105	175	121	2,781
General and Periodical..	421	803	154	177	74	55	71	143	78	98	98	155	2,327
Education....	186	305	241	193	3	54	139	83	100	68	94	67	1,533
Social Sciences ..	210	215	116	197	30	123	134	134	52	49	108	88	1,449
Juvenile....	94	105	202	306	248	40	61	62	18	38	46	66	1,286
English Literature..	69	161	92	123	112	67	64	48	28	54	73	79	970
Natural Sciences ..	80	83	70	100	95	82	109	38	41	37	55	30	820
Useful Arts	55	58	65	91	139	28	15	38	12	38	47	36	622
Travel	114	107	25	19	10	1	19	44	11	58	29	36	473
Fine Arts....	37	...	22	40	41	36	14	18	11	17	40	44	320
Foreign Literature..	12	67	25	14	1	26	40	26	12	17	10	24	274
Fiction.....	3	25	13	22	31	14	9	46	1	20	30	7	221
Language	3	3	9	27	13	13	17	14	6	21	32	20	178
Religion.....	2	20	3	23	20	4	4	17	11	25	22	13	164
Philosophy....	...	8	15	13	3	11	21	12	15	9	30	14	151
Total	1,934	2,420	1,306	1,794	1,189	533	805	779	466	654	889	800	13,569

TABULATION C

BOOKS ISSUED FOR TWO WEEKS, BY CLASSES, IN ORDER OF EXTENT OF USE

Class	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Total
Fiction	355	289	208	228	21	137	292	350	232	173	291	359	2954
English													
Literature...	260	245	90	153	140	13	143	149	60	137	188	239	1827
Juvenile.....	101	135	108	78	96	124	193	234	120	158	284	256	1687
History and													
Biography...	122	106	44	59	122	15	161	44	50	146	64	57	990
Social Sciences	114	109	22	38	36	19	50	115	57	133	63	84	840
Education	42	48	44	71	152	47	56	81	61	76	75	76	829
Foreign													
Literature...	91	104	34	18	13	47	56	48	46	68	91	111	727
Useful Arts....	68	44	35	36	41	22	29	82	47	73	86	111	674
Natural													
Sciences	71	60	32	41	21	47	69	41	38	58	66	77	621
General and													
Periodical....	28	65	19	32	31	28	13	44	27	72	38	19	416
Fine Arts	21	.....	12	22	16	18	44	37	41	86	58	45	400
Philosophy ..	18	26	15	18	9	12	21	27	35	66	31	34	312
Religion.....	14	26	13	9	9	9	31	40	11	42	19	23	246
Travel.....	3	5	5	8	9	1	18	15	13	50	65	29	221
Total	1,310	1,262	686	818	721	542	1,184	1,311	843	1,406	1,425	1,523	11,288

Physical Education

I. Intramural Athletics

INTRAMURAL ATHLETIC COUNCIL

(a) INTER-FRATERNITY—

G. Sparling, President	Delta Kappa Epsilon
W. Simenson, Sec.-Treas	Beta Theta Pi
H. Heater	Sigma Chi
L. Measell	Sigma Alpha Epsilon
A. Sieferman	Independents
J. Evans	Phi Delta Theta
W. Halbedel	Alpha Theta Phi
A. Grooms	Delta Sigma Rho
R. Jones	Delta Tau Delta
G. Smith	Phi Kappa Tau
R. Ferguson	Delta Upsilon

(b) INDEPENDENT—

G. French	White
J. Mastandrea	Brown
M. Wisecup	Gray
C. Caudill	Blue
C. Borland	Red
R. Huston	Black

(c) INTER-CLASS—

H. Young	Seniors
W. Loehman	Juniors
C. House	Sophomores
G. Williams	Freshmen

(d) INTER-HALL—

W. Wood	Johnson
E. Staley	Swing
C. Williamson	Elliott
P. Dietz	McFarland
H. Barker	Stoddard
R. Little	Town

BASEBALL—SPRING 1921

INTER-FRATERNITY

Clubs	Won	Lost	Pct.
Delta Tau Delta.....	8	2	.800
Sigma Chi.....	7	2	.777
Independent.....	6	3	.666
Phi Kappa Tau.....	6	3	.666
Sigma Alpha Epsilon.....	5	4	.555
Beta Theta Pi.....	5	4	.555
Delta Upsilon.....	5	4	.555
Phi Delta Theta.....	3	6	.333
Delta Kappa Epsilon.....	3	6	.333
Alpha Theta Pi.....	1	8	.111

INTER-HALL

Clubs	Won	Lost	Pct.
Johnson.....	4	0	1.000
Town.....	2	2	.500
Swing.....	2	2	.500
McFarland.....	1	3	.250
Elliott.....	1	3	.250
Stoddard.....	0	4	.000

INTER-CLASS

Clubs	Won	Lost	Pct.
Freshmen.....	3	0	1.000
Seniors.....	2	1	.666
Sophomores.....	1	2	.333
Juniors.....	0	3	.000

TENNIS—SPRING 1921

TOBEY CUP CHAMPIONSHIP

The cup was won by Isaac Macy of the class of 1924.

First Round—

- C. Doty won from R. Davies.
- I. Macy won from W. Macauley.
- W. Holter won from W. Garlough.
- E. Nippert won from D. Parker.
- R. Veale won from W. Horrigan.
- P. Gates won from S. Kuhne.
- H. Van DeGrift won from A. Blieden.
- J. Draut won from R. Henderson.
- W. Simenson won from T. Hughes.
- R. Walter won from C. Clippinger.
- W. Coppock won from J. Keyes.
- M. Phillips won from C. Vance.
- C. Greene—Bye

Second Round—

- I. Macy won from C. Doty.
- E. Nippert won from R. Veale.
- P. Gates won from H. Van DeGrift.
- R. Walter won from J. Draut.
- W. Coppock won from W. Simenson.
- M. Phillips won from Greene.

Third Round—

- P. Gates won from R. Walter.
- W. Coppock won from M. Phillips.

Fourth Round—

- W. Coppock won from P. Gates.
- I. Macy won from W. Coppock.
- I. Macy won from E. Nippert.

Finals—

- I. Macy won from T. Munns. (last year's champion.)

INTER-FRATERNITY

Class A

Clubs	Won	Lost	Pct
Beta Theta Pi.....	9	0	1.000
Delta Tau Delta.....	7	2	.777
Phi Kappa Tau.....	4	2	.666
Sigma Alpha Epsilon.....	5	2	.625
Delta Kappa Epsilon.....	4	3	.571
Sigma Chi.....	3	3	.500
Independent.....	3	3	.500
Phi Delta Theta ..	3	4	.428
Delta Upsilon.....	2	7	.222
Alpha Theta Phi.....	1	6	.142

Class B

Clubs	Won	Lost	Pet.
Phi Delta Theta.....	7	1	.888
Independent.....	7	2	.777
Delta Kappa Epsilon.....	5	2	.555
Delta Tau Delta..	3	4	.428
Alpha Theta Phi.....	1	2	.333
Delta Upsilon.....	2	4	.333
Phi Kappa Tau.....	1	4	.200
Sigma Alpha Epsilon.....	1	5	.160
Sigma Chi.....	1	5	.160

The Cup was awarded to the Delta Tau Delta fraternity for having the highest composite standing.

RESULTS OF THE INTER-CLASS TRACK MEET, MAY 23, 1921

Event	First Place		Second Place		Third Place		Fourth Place		Points				Result
	Name	Class	Name	Class	Name	Class	Name	Class	Fr.	So.	Jr.	Sr.	
100 Yd. Dash.	Measell	Jr.	Gregory	So.	Davis	So.	Hutchinson	Fr.	1	5	5	0	10 ⁴ / ₅ "
Pole Vault ...	Neff (tied)	Fr.	Carlisle (tied)	So.	Murphy	Sr.	Ash	Fr.	5	0	0	6	10' 4"
Mile Run	Adams	Fr.	Ainsley	So.	Dunn	Jr.	Schultz	Jr.	5	3	3	0	5' flat
Shot Put	Ward	Fr.	Somdahl	Jr.	Orth (tied)	Sr.	Essig (tied)	Jr.	5	0	4 ¹ / ₂	1 ¹ / ₂	40' 6 ¹ / ₂ "
High Jump ...	Somdahl (tied)	Jr.	Sparling (tied)	Jr.	Moore	Fr.	Carlisle (tied)	Sr.	2 ¹ / ₂	0	8	¹ / ₂	5' 7 ¹ / ₂ "
220 Yd. Dash.	Measell	Jr.	Smith	Jr.	Israel	Sr.	Rossmann (tied)	Fr.	0	0	9	2	24 ⁴ / ₅ "
120 Yd. High Hurdle ... }	Munns	Jr.	Baird	Jr.	Benham	Jr.	Ash	Fr.	1	0	10	0	18 ⁴ / ₅ "
Discus	DeWees	Fr.	Essig	Sr.	Muller	So.	Krickbaum	Fr.	6	2	3	0	105' 5 ¹ / ₂
440 Yd. Run ...	Blake	Fr.	Smith	Jr.	Herman	Sr.	Coppock	Fr.	6	0	3	2	55" flat
Broad Jump ..	Perry	Fr.	Davis	So.	Munns	Jr.	Ward	Fr.	6	3	2	0	21' 10"
220 Yd. Low Hurdles ... }	Baird	Jr.	Benham	Jr.	Johnson	Jr.	Munns	Jr.	0	0	11	0	28 ⁴ / ₅ "
Javelin	Coon	Fr.	Predmore	So.	Somdahl	Jr.	Lee	Jr.	5	3	3	0	143' 5"
880 Yd. Run ...	Hawk	Jr.	Gregory	So.	Herman	Sr.	Garlough	Jr.		3	6	2	2' 93"
Relay													
2 Mile Run...	Arnold	Jr.	Nichols	Sr.	Sieferman	Jr.	Pond	Fr.	1	0	7	3	10' 56 ⁴ / ₅ "

SUMMARY OF POINTS

Juniors	74½
Freshmen	43½
Sophomores	19
Seniors	19

THREE HIGH POINT WINNERS

L. Measell	Junior
T. Munns	Junior
O. Somdahl	Junior

SUMMARY OF POINTS—INTER-SCHOLASTIC MEET (See page 187-188).

Class A

East Side	40
Hughes	25
Walnut Hills	23
Covington	16
Stivers	11
Woodward	11
Franklin	8
Hamilton	5
Middletown	4

Class B

Norwood	49
Highlands	33
Piqua	15
Newport	12
McGuffey	10
Lockland	9½
Hillsboro	8
Hartwell	4½
Mason	1
West Alexandria	1
Wyoming	0
Oxford	0
Greenville	0

TWELFTH ANNUAL TRI-STATE INTER-SCHOLASTIC MEET—MIAMI FIELD, MAY 14, 1921

Class "A" Meet was won by East Side High School with 40 points.

Class "B" Meet was won by Norward High School with 49 points.

Event	First	Second	Third	Fourth	Time—Ht.—Dist.
220 Hurdles.....	Class A Keating East Side	Ketchum Hamilton	Eicher Hughes	Bradford Hughes	28 ² / ₅ "
	Class B Jacob Norwood	Skeer Highlands	Ehrensberger Highlands	Shepard Norwood	*27" Dec. Flat
Pole Vault	Class A Davis Walnut Hills	Bradford Hughes	Clemens Stivers	Bangham East Side	10'
	Class B Jacob Norwood	Isler Norwood	Dietz and Norwood	Schmid Lockland	11'
100 Yard Dash.....	Class A Hubbard Walnut Hills	Maloney Franklin	Sadler Hughes	Rochle Woodward	10 ² / ₅ "
	Class B Petree McGuffey	Stockholm Piqua	Martin Norwood	Miller Highlands	10 ⁴ / ₅ "
Mile Run.....	Class A Payne East Side	Laport East Side	Glueck Hughes	Schulze Middletown	*4' 51 ¹ / ₅ "
	Class B Korengle Norwood	Greene Highlands	Sullivan Lockland	Perkins Hartwell	5' 02"
High Jump.....	Class A Boyett Covington and Covington	Leslie Covington	Allen East Side	Miller Stivers	5' 6 ¹ / ₂ "
	Class B Barnes Norwood	Graham Piqua	Lucas Hillsboro	Runk Lockland	5' 3"
Javelin	Class A Newshart Hughes	Keating East Side	Hanson Hughes	Grosd Woodward	139' 6"
	Class B Rednour Norwood	Stout Hillsboro	Smith Highlands	K. Stegeman Highlands	128' 2"
440 Yard Dash.	Class A Rochle Woodward	Roos East Side	Bowser Covington	Destler Fast Side	56" Flat
	Class B Skeer Highlands	Rednour Norwood	Reiners and Norwood	Hill Mason	56" Flat
120 Hurdles.....	Class A Hubbard Walnut Hills	Bradford Hughes	Leslie Covington	Schmalstig Woodward	*16 ⁴ / ₅ "
	Class B Jacob Norwood	Pence Hillsboro	Stevenson Highlands	Cramer Highlands	*17 ¹ / ₅ "

TWELFTH ANNUAL TRI-STATE INTER-SCHOLASTIC MEET—MIAMI FIELD, MAY 14, 1921—Concluded.

Broad Jump	Class A	Hubbard Walnut Hills	Boyett Covington	Lang Middletown	Leslie Covington	*22' 11"
	Class B	Petrie McGuffey	Brewster Hartwell	Thomason Newport	Sturgeon Highlands	21' 2 1/2"
Discus Throw	Class A	Dye East Side	Caldwell Stivers	Rapp Hamilton	Bolton Hughes	106' 4"
	Class B	Smith Highlands	Thomason Newport	Link Highlands	Korengle Norwood	98' 10"
220 Yard Dash	Class A	Maloney Franklin	Becker East Side	Rochle Woodward	Roberts Hughes	23 3/5"
	Class B	Rabenstein Lockland	Morten Norwood	Haines Piqua	Edge Piqua	24 1/6"
12 Pound Shot Put...	Class A	Caldwell Stivers	Sway Walnut Hills	Rosenstiel East Side	Boyer Middletown	39' 5 3/4"
	Class B	Thomason Newport	Stockholm Piqua	Redhour Norwood	Hamm Walnut Hills	39' 2 1/2"
880 Yard Run	Class A	Payne East Side	Glueck Hughes	Laport East Side	Dobell Woodward	2' 12 2/5"
	Class B	Skeer Highlands	Johnson Piqua	Warren Newport and	Perkins Hartwell and	2' 12"
Mile Relay	Class A	Woodward	Hughes			3' 51 1/5"
	Class B	Newport	Hartwell			4' 01 2/5"

*Record

SOCCER FOOTBALL FALL 1921

INTER-FRATERNITY

Clubs	Won	Lost	Tied	Pct.
Sigma Chi.....	8	1	0	.888
Sigma Alpha Epsilon.....	5	3	1	.625
Phi Kappa Tau.....	4	3	2	.571
Delta Tau Delta.....	4	3	2	.571
Alpha Theta Phi.....	4	3	2	.571
Beta Theta Pi.....	3	3	3	.500
Independent.....	3	5	1	.375
Phi Delta Theta.....	2	4	3	.333
Delta Kappa Epsilon.....	2	5	2	.285
Delta Upsilon.....	0	5	4	.000

INDEPENDENT

Clubs	Won	Lost	Tied	Pct.
Reds.....	4	1	0	.800
Blacks.....	4	1	0	.800
Grays.....	2	3	0	.400
Whites.....	0	4	1	.000
Browns.....	0	4	1	.000
Blues.....	0	5	0	.000

RELAY RACING

Fall 1921

Clubs	First	Second	Third	Fourth	Total
Sigma Alpha Epsilon.....	5	10	10	10	35
Phi Kappa Tau.....	2	4	6	0	12
Sigma Chi.....	1	0	0	6	7
Delta Kappa Epsilon.....	0	6	0	0	6
Beta Theta Pi.....	3	1	0	0	4
Delta Upsilon.....	0	4	0	0	4
Independent.....	0	0	2	0	2
Delta Tau Delta.....	0	1	0	0	1

CROSS COUNTRY RUNS—FALL 1921

Name	RUNS AND POINTS					Total
	First	Second	Third	Fourth	Fifth	
Schultz, M.....	24	14	18	21	16	93
Ringwald, J.....	22	13	17	20	15	87
Ruh, E.....	19	12	16	18	13	78
Spain, R.....	18	6	13	19	14	70
Kendall, H.....	15	11	15	17	12	70
Owens, T.....	20	8	10	14	6	58
Seiter, H.....	9	10	14	13	4	50
Anderson, V.....	7	8	11	12	9	48
Michael, L.....	13	2	9	11	10	45
Pond, S.....	17	..	..	15	8	40
Schwarz, W.....	14	7	..	7	7	35
Berry, F.....	10	5	8	10	..	33
Williamson, H.....	..	..	6	16	11	33
Ainsley, W.....	23	..	..	..	..	23
Sieferman, A.....	21	..	..	..	..	21
Hansbarger, G.....	..	1	12	8	..	21

Name	First	Second	Third	Fourth	Fifth	Total
Reed, F.....	3	..	..	9	5	17
Ferguson, H.....	16	..	..	..	..	16
Kennedy, J.....	5	..	5	5	..	15
Evans, R.....	4	..	4	4	3	15
Lephart, E.....	11	3	..	..	..	14
Sloan, A.....	12	..	..	..	..	12
Bradford, J.....	..	4	7	..	..	11
Wright, D.....	8	..	..	1	..	9
Measell, L.....	..	..	..	6	..	6
Herr, R.....	6	..	..	..	..	6
Deken, G.....	..	..	1	2	2	5
Mason, W.....	..	..	3	..	..	3
Gruver, R.....	..	..	..	3	..	3
Chappars, M.....	..	..	2	..	..	2
Kleinknecht, G.....	2	..	..	..	..	2
Sherer, H.....	1	..	..	..	..	1
Pearson, W.....	..	..	..	..	1	1

CROSS COUNTRY STANDING

Clubs	RUNS AND POINTS					Total
	First	Second	Third	Fourth	Fifth	
Delta Tau Delta.....	49	36	59	77	50	271
Sigma Alpha Epsilon.....	53	21	44	47	13	178
Independents.....	68	14	28	37	22	169
Phi Kappa Tau.....	50	14	18	21	16	119
Phi Delta Theta.....	35	7	4	26	18	90
Alpha Theta Phi.....	22	13	17	20	15	87
Delta Upsilon.....	22	..	..	..	..	22

TENNIS—FALL 1921

INTERFRATERNITY DOUBLES

First Round—

Sigma Chi defeated Alpha Theta Phi	
Independents defeated Beta Theta Pi	
Sigma Alpha Epsilon	} Byes
Phi Kappa Tau	
Delta Kappa Epsilon	
Phi Delta Theta	
Delta Upsilon	
Delta Tau Delta	

Second Round—

Phi Kappa Tau defeated Phi Delta Theta
Delta Upsilon defeated Delta Tau Delta
Independents defeated Delta Kappa Epsilon
Sigma Alpha Epsilon defeated Sigma Chi

Semi-Finals—
Phi Kappa Tau defeated Independents
Sigma Alpha Epsilon defeated Delta Upsilon

Finals—
Sigma Alpha Epsilon defeated Phi Kappa Tau

SINGLES

First Round—
Phi Delta Theta defeated Phi Kappa Tau
Beta Theta Pi defeated Independents
Delta Kappa Epsilon
Delta Upsilon
Alpha Theta Phi
Sigma Alpha Epsilon
Delta Tau Delta
Sigma Chi

} Byes

Second Round—
Delta Tau Delta defeated Sigma Alpha Epsilon
Beta Theta Pi defeated Phi Delta Theta
Sigma Chi defeated Alpha Theta Phi
Delta Upsilon defeated Delta Kappa Epsilon

Semi-Finals—
Delta Tau Delta defeated Delta Upsilon
Sigma Chi defeated Beta Theta Pi

Finals—
Sigma Chi defeated Delta Tau Delta

ANNUAL FRESHMAN-SOPHOMORE CONTEST

EVENT	POINTS	
	Fresh-men	Sopho-mores
Baseball Game.....	0	5
Sack Rush.....	10	0
100 Yard Dash.....	7	4
Obstacle Race.....	15	0
Relay	5	0
Flag Rush	0	10
Tug-o-war	10	0
	47	19

FRESHMAN-SOPHOMORE FOOTBALL

The annual game was won by the Sophomore team by the score of 6 to 0

BASKETBALL WINTER 1921-22

FRESHMAN INTER-HALL SERIES

Clubs	Won	Lost	Pct.
Town	5	0	1.000
Swing	4	1	.800
Stoddard	2	3	.400
McFarland	2	3	.400
Elliott	2	3	.400
Johnson	0	5	.000

INTER-CLASS SERIES

Clubs	Won	Lost	Pct.
Sophomores	2	0	1.000
Juniors	1	1	.500
Seniors	0	0	.000
Freshmen	0	0	.000

INDEPENDENT SERIES

Class A League

Clubs	Won	Lost	Pct
Browns	7	0	1.000
Whites	5	2	.714
Reds	4	3	.571
Grays	3	4	.428
Blacks	1	6	.142
Blues	0	7	.000

Class B League

Clubs	Won	Lost	Pct
Reds	4	1	.800
Browns	4	1	.800
Blacks	2	3	.400
Blues	2	3	.400
Grays	2	3	.400
Whites	1	4	.200

INTER-FRATERNITY SERIES

Class A League

Clubs	Won	Lost	Pct.
Delta Tau Delta	11	0	1.000
Beta Theta Pi	9	2	.818
Phi Kappa Tau	8	3	.727
Sigma Chi	6	5	.545
Alpha Theta Phi	6	5	.545
Delta Kappa Epsilon	5	6	.454
Sigma Alpha Epsilon	5	6	.454
Phi Delta Theta	5	6	.454
Delta Upsilon	4	7	.363
Independent "A"	3	8	.272
Independent "B"	3	8	.272
Delta Sigma Rho	2	9	.181

Class B League

Clubs	Won	Lost	Pct.
Phi Kappa Tau	10	1	.999
Beta Theta Pi	8	3	.737
Delta Kappa Epsilon	8	3	.737
Phi Delta Theta	9	2	.888
Sigma Chi	6	5	.555
Delta Tau Delta	6	5	.555
Delta Upsilon	5	6	.454
Independent "A"	5	6	.454
Sigma Alpha Epsilon	2	9	.181
Alpha Theta Phi	2	9	.181
Independent "B"	1	10	.099
Delta Sigma Rho	0	11	.000

Class C League

Clubs	Won	Lost	Pct.
Sigma Alpha Epsilon	10	1	.999
Phi Kappa Tau	8	3	.727
Beta Theta Pi	7	4	.636
Delta Kappa Epsilon	7	4	.636
Alpha Theta Phi	7	4	.636
Delta Upsilon	5	6	.454
Phi Delta Theta	5	6	.454
Independent "A"	5	6	.454
Sigma Chi	5	6	.454
Delta Tau Delta	4	7	.363
Independent "B"	3	8	.272
Delta Sigma Rho	0	11	.000

COMPOSITE STANDING

Clubs	Won	Lost	Pct
Phi Kappa Tau	26	7	.817
Beta Theta Pi	24	9	.730
Delta Tau Delta	21	12	.636
Delta Kappa Epsilon	20	13	.609
Phi Delta Theta	19	14	.599
Sigma Alpha Epsilon	17	16	.515
Sigma Chi	17	16	.515
Alpha Theta Phi	15	18	.454
Delta Upsilon	14	19	.427
Independent "A"	13	20	.393
Independent "B"	7	26	.214
Delta Sigma Rho	2	31	.060

BOXING BOUTS

January 13, 1922.

125 pound class—A. Bylenga won from H. Conway.

A. Sloan won from L. Michelson.

135 pound class—R. Herr won from C. Robertson.

J. Shouse won from G. Hunt.

L. Reisz won from G. Dates.

- 145 pound class—C. Adams won from R. Ulrich
E. Colville won from D. Early.
158 pound class—E. Jackman won from W. Allen.
R. Conway won from F. Swartz.

February 24, 1922

- 118 pound class—A. Bylenga won from E. Neville.
125 pound class—H. VanHouten won from J. Scheerer.
J. H. Conway won from L. Michelson.
J. Shouse won from V. Anderson.
135 pound class—F. A. Reed won from R. Herr.
145 pound class—R. Plent won from P. Shank.
G. Reed won from R. Hawkins.
P. Dietz won from F. Berry.
158 pound class—W. Allen won from E. Colville.
R. Conway won from C. Borland.
175 pound class—E. Nixon won from K. Knose.
W. Porter won from P. Alberts.

March 10, 1922

- 125 pound class—V. Anderson won from L. Michelson.
J. Shouse won from A. Hough.
135 pound class—H. VanHouten won from J. Scheerer.
145 pound class—P. Dietz won from G. Dates.
F. Reed won from K. Taylor.
G. Reed won from R. Plent.
W. Hempstead won from C. Adams.
A. Bridenbaugh won from C. Borland.
158 pound class—F. Swartz won from R. Conway.

MARCH 13, 1922

- 135 pound class—V. Anderson won from H. VanHouten.
145 pound class—W. Allen won from G. Reed.
158 pound class—E. Jackman won from F. Swartz.
175 pound class—C. Light won from E. Nixon.

FINALS

MARCH 17, 1922

- 118 pound class—A. Bylenga won from E. Neville.
125 pound class—J. Shouse won from V. Anderson.
135 pound class—P. Dietz won from H. Daniels.
145 pound class—W. Allen won from F. A. Reed.

EXHIBITION BOUTS

- 125 pound class—A. Sloan and A. Hough.
170 pound class—R. Wolf and E. Jackman.

INTRAMURAL CHAMPIONS

115 lb. class	A. Bylenga
125 lb. class	J. Shouse
135 lb. class	P. Dietz
145 lb. class	W. Allen
158 lb. class	E. Jackman
175 lb. class	C. Light

POINTS BY ORGANIZATIONS

Delta Tau Delta	35
Independents	25
Delta Kappa Epsilon	20
Delta Theta Chi	15

WRESTLING MATCHES

March 31, 1922

135 pound class—M. Potter won from W. Fessler.

C. Beachler won from A. Sloan.

145 pound class—L. Pifer three rounds draw with R. Strete.

P. Schoenling won from J. Mastandrea.

158 pound class—E. Alexander won from H. Marts.

C. Early won from R. Culley.

E. Freck won from P. Scoville.

L. Lindsey won from C. Green.

Exhibition Match—P. Krug won from V. Perry.

FINALS

April 11, 1922

125 pound class—R. Webster won from M. Chappars.*135 pound class*—C. Beachler won from M. Potter.*145 pound class*—P. Schoenling won from R. Strete.*158 pound class*—E. Freck won from E. Alexander.

E. Lindsey won by forfeit from C. Early.

INTRAMURAL CHAMPIONS

115 lb. class	No entries
125 lb. class	R. Webster
135 lb. class	C. Beachler
145 lb. class	P. Schoenling
158 lb. class	E. Freck and L. Lindsey
175 lb. class	P. Krug

INTER-HALL INDOOR MEET AND CARNIVAL, MARCH 26, 1922

Events	First	Second	Third	Fourth	Time-Ht. Dist.
15 Yard Dash	Fernyak Town	Condit Johnson	Petree Town	Robertson Stoddard	2 ³ / ₅ "
Shot Put	Light McFarland	Maley Town	Hoffman Town	Fredrickson Stoddard	33' 11"
25 Yard Low Hurdles	Jacob Johnson	Owen Town	Riggs Swing	Yates Johnson	4 ³ / ₅ "
Sack Race	Dollinger Stoddard	Williams Swing	Fessler Elliott	Wilson Swing	8 ³ / ₅ "
Running High Jump	Waterson Town	Owen Town	Wood Johnson	Bishop tied Light Johnson McFarland	5' 1"
25 Yard Dash	Jacob Johnson	Condit Johnson	Fernyak Town	Petree Town	4" Flat
Pole Vault	Jacob Johnson	Wilson Town	Waterson Town	Kramb Town	9' 2"
Three-Legged Race	Kennedy } Hartford } Swing	Cooksey } Fessler } Elliott	Plent } Kilburn } Johnson	Borland } Barker } Stoddard	4' 4"
Running High Dive	Wright Town	Wilson K Swing	Hendricks Stoddard	Moy Elliott	5' 6"
Relay	Town	Johnson	Swing	Stoddard	1' 32 ² / ₅ "
Tug-O-War	Stoddard	tied			
Baseball Throw	Kilburn Johnson	Bishop Johnson	Matusak Stoddard	Criffield Town	13 Pts.
Bar Snap	Hendricks Stoddard	Owen Town			5' 2"
Rope Climb	Hartzell Stoddard	Van Houten Johnson	Reed Swing	Light tied Fernyak McFarland Town	6" Flat

SUMMARY OF POINTS

Town	47 $\frac{3}{4}$
Johnson	38
Stoddard	28 $\frac{1}{2}$
Swing	18 $\frac{1}{2}$
Elliott.....	6 $\frac{1}{2}$
McFarland	6

NUMBER OF ENTRIES

Stoddard	18
Johnson	20
McFarland	10
Town	17
Swing	14
Elliott.....	16
Total entry list.....	95

THREE HIGH POINT WINNERS

NAME	HALL	POINTS
D. Jacob	Johnson.....	15
T. Owen	Town.....	8 $\frac{1}{2}$
C. Fernyak.. ..	Town	7 $\frac{1}{2}$

INTER-FRATERNITY INDOOR MEET AND CARNIVAL, APRIL 1, 1922

Event	First	Second	Third	Fourth	Time Ht. Distance
15 Yard Dash	Perry	Bishop	Condit	Sparling	2 ³ / ₅ "
Shot Put	Greager	Light	Schradin	O'Neil	34'1 ¹ / ₂ "
25 Yard L Hurdles	Jacob	Baird tied	Arbuckle	Benham	4 ² / ₅ "
Sack Race	Perry	Wisecup	Stewart	Allen	6 ² / ₅ "
Running High Jump	Moore	Sparling tied	Shook tied	Maley	5'4"
25 Yard Dash	Arbuckle	Baird	Condit	Hough	4" flat
Pole Vault	Jacob	Predmore	Neff	Doty	10'
Three-Legged Race	Mitchel Wilson	Stewart Thomas	Sprague Kleinknecht	Beaver McKenzie	4 ¹ / ₅ "
Running High Dive	Wilson	Wright tied	Laughlin tied Lephart tied	Barnhart	5'6 ¹ / ₂ "
Relay	Deke	Phi Delt	S. A. E.	Phi Tau	1'29 ¹ / ₅ " Record
Tug-O-War	Phi Tau				
Baseball Throw	Parrott	Petree tied	Renick	Wire	15 Points
Bar Snap	Loehman	Doty	VanHouten	Owens	5'9"
Rope Climb	Light	Caudill	Doty	Hartzell, Wright, McKenzie, Holter, all tied	5 ¹ / ₅ "

SUMMARY OF POINTS

Phi Delta Theta.....	38½
Delta Kappa Epsilon.....	25
Phi Kappa Tau.....	20
Delta Tau Delta.....	19
Beta Theta Pi.....	16
Sigma Alpha Epsilon.....	13
Alpha Theta Phi.....	7
Delta Upsilon.....	5
Independent.....	4½
Sigma Chi.....	0
Delta Theta Chi.....	0

NUMBER OF ENTRIES

Delta Kappa Epsilon.....	16
Sigma Chi.....	19
Sigma Alpha Epsilon.....	14
Delta Tau Delta.....	14
Phi Kappa Tau.....	21
Delta Theta Chi.....	17
Phi Delta Theta.....	22
Delta Upsilon.....	15
Alpha Theta Phi.....	12
Beta Theta Pi.....	19
Independent.....	21

Total Entry List..... 190

THREE HIGH POINT WINNERS

NAME	ORGANIZATION	POINTS
V. Perry.....	Phi Delta Theta.....	10
D. Jacob.....	Phi Delta Theta.....	10
C. Light.....	Delta Tau Delta.....	8

JAMES G. BLISS,
Director of Physical Education.

II. Intercollegiate Athletics

BASEBALL

Miami 3.....	St. Xavier.....	1
Miami 2.....	Ohio University.....	4
Miami 8.....	Denison University.....	1
Miami 8.....	Ohio Wesleyan University.....	4
Miami 7.....	Ohio Northern.....	6
Miami 8.....	University of Dayton.....	0
Miami 5.....	Kenyon.....	4
Miami 4.....	St. Xavier.....	3
Miami 3.....	Cincinnati University.....	16
Miami 4.....	Cincinnati University.....	1
Miami 52.....	Opponents.....	40

TRACK

Miami 65.....	Kentucky State University.....	52
Miami 50.....	Denison University.....	67
Miami 61.....	University of Cincinnati.....	56
Miami 68.....	Ohio Wesleyan University.....	49
Miami 244.....	Opponents 224	

FOOTBALL

OHIO CONFERENCE CHAMPIONSHIP

Miami 55.....	University of Dayton.....	0
Miami 14.....	Wittenberg.....	0
Miami 27.....	Ohio Northern.....	0
Miami 56.....	Ohio Wesleyan.....	0
Miami 21.....	Denison.....	6
Miami 21.....	Otterbein.....	0
Miami 29.....	Mt. Union.....	0
Miami 15.....	University of Cincinnati.....	7
Miami 238.....	Opponents 13	

BASKETBALL

Miami 29.....	Cincinnati Gym.....	24
Miami 42.....	Portsmouth Selects.....	18
Miami 39.....	Richmond American Legion.....	24
Miami 56.....	Cincinnati Y. M. C. A.....	16
Miami 39.....	Cincinnati Gym.....	30
Miami 22*.....	Cincinnati Gymettes.....	16
Miami 19*.....	Hamilton American Legion.....	14
Miami 47.....	Kenyon.....	33
Miami 22.....	Earlham.....	24
Miami 37.....	St. Xavier.....	20
Miami 33.....	Wittenberg.....	28
Miami 24.....	Ohio Wesleyan.....	28
Miami 29.....	Cincinnati University.....	24
Miami 28.....	Denison.....	36
Miami 70.....	Kenyon.....	38
Miami 34.....	Wittenberg.....	36
Miami 44.....	Otterbein.....	23
Miami 45.....	Denison.....	52
Miami 28.....	Oberlin.....	34
Miami 18.....	University of Cincinnati.....	28
Miami 705.....	Opponents 546	

*Second Team

GEORGE LITTLE,
Director of Intercollegiate Athletics.

Alumni

Miami's Relation to Other Colleges Thru Alumni Engaged in Graduate Work

1904

Samuel J. Brandenburg, Department of Economics, University of Wisconsin.
Pearl Mahaffey, Columbia University.

1909

Earl Cassett Bowman, School of Education, University of Chicago.
Margaret Bridge, Columbia University.
Verly H. Dredge, School of Medicine, Western Reserve University.
Otto Orren Fisher, Johns Hopkins Medical School.
Walter S. Guiler, School of Education, University of Chicago.

1910

Albert Tangeman Volwiler, Department of History, University of Pennsylvania.

1912

Catherine Urner, student of singing and composition, Paris, France.

1912 T. C.

Edith Palmer, Department of Photography, Columbia University.

1915

John Sherman Beekley, Department of Chemistry, Princeton University.

1916

Marcus Selden Goldman, American Fellow, University of Paris.
Anne Dorothy Habekost, Department of History, Ohio State University.

1917

Frank Cone Beeks, College of Medicine, University of Cincinnati:

1918

Ernestine Cookson, Ohio State University.
Gordon Randolph Crecraft, University of Illinois.
Max Green Dice, Law School, Georgetown University, Washington, D. C.
Theodore Wayland Douglas, Department of English, University of Illinois.
Harold Downing, College of Medicine, University of Cincinnati.
Thomas G. Foulkes, School of Mines, Golden, Colo.
Charles Fremont McKhann, College of Medicine, University of Cincinnati.
Lindley E. Mills, Department of Chemistry, University of Illinois.

1919

Eugene A. Beekley, Case School of Applied Science.

Chai-Hsuan Chuang, Department of Philosophy and Psychology, Princeton University.

Leo Calvin Crawford, Law School, Harvard University.

Clarence W. Kreger, Department of Chemistry, Ohio State University.

George Francis Munns, College of Medicine, University of Cincinnati.

Frank Earl Stevenson, College of Medicine, University of Cincinnati.

1920

Edmund D. Ayres, Massachusetts Institute of Technology.

Ferris E. Beekley, College of Medicine, University of Cincinnati.

William Hale Charch, Department of Chemistry, Ohio State University.

Vera Coombs, College of Medicine, University of Cincinnati.

Helen Marjorie Crawford, Department of Chemistry, Iowa State College.

Lowell A. Daugherty, Department of Commercial Art, Chicago Art School.

Frank A. Harrington, Law School, Ohio State University.

Robert J. Himmelright, Department of Economics, University of Illinois.

Rachel Hoyle, Department of Chemistry, Iowa State College.

Earl Jamieson, United Presbyterian Theological Seminary, Pittsburgh, Pa.

Mrs. Aurelia Plack McIntyre, College of Medicine, University of Cincinnati.

Harold Predmore, Law School, University of Cincinnati.

Robert H. Pugh, College of Medicine, University of Cincinnati.

Nita Scudder, Department of English, Bryn Mawr College.

1921

Dorothy M. Bertch, Department of Sociology, Bryn Mawr College.

James Ahlefeld Flanagan, Law School, Leland Stanford University.

John Hughes Griffith, Department of Chemistry, Ohio State University.

Harold Edward Israel, Department of Psychology, Ohio State University.

Charters Dyche Maple, Law School, University of Cincinnati.

Richard Foster Mills, Law School, Bloomington, Ind.

George Frederick Moench, Eclectic Medical College, Cincinnati, O.

John Hubert Neth, University of Illinois (B. S. in Industrial Engineering, February 1922).

Harold Davis Nichols, Law School, University of Cincinnati.

Yao Hsiang Peng, Department of Political Science, Columbia University.

Robert Rogers, Department of Physics, University of Iowa.

Oran Lewis Ross, Case School of Applied Science.

Chauncey Elwood Sanders, University of Chicago.

Annette Dorothy Schwarz, University of Cincinnati.

Dee Bernard Springer, Columbia University.

Hewitt B. Vinnedge, University of Chicago.
Paul Russell Weidner, Department of English, Harvard University.
Joseph W. Wurtz, Bonebrake Theological Seminary, Dayton, Ohio.

1921 T. C.

Caridad y Rosales Trillo, Columbia University.

A Study of The Miami Product

Reaction of Graduates as to the Value of Studies and Other College Activities

The following data represents a first step in a study of the Miami Product. A circular containing the questions found below was sent to all of the alumni of the following classes: 1902, 1905, 1908, 1911, 1914, 1917—in all to approximately 250 persons. The returns tabulated below were taken from the sixty-nine replies received.

The letter accompanying the questions reads:

“We are impressed with the fact that a study of what we have been doing here at Miami may help us to understand a little better what we ought to do in the future. With this in mind, we are sending you a list of five questions to which we would appreciate your answers. Will you kindly answer these questions as well as you can and sign the sheet and return it to me for study? We are sending these sheets to the graduates of six classes with the feeling that this study will be helpful.”

The questions and the data compiled from the replies:

1. What studies would you pursue which you did not pursue in college were you to do it over?

Economics 13, Physics 8, Chemistry 8, Sociology 6, French 6, Spanish 6, Geology 5, History 5, Home Economics 5, Greek 5, Public Speaking 4, Accounting 4, Latin 4, Mathematics 4, Political Science 3, Zoology 3, Bible 2, Education 2, German 2, Biology 2, Sciences 2, Botany 2, Physiology 2, Journalism 2, Stenography 2, Geography 2, Mechanical Drawing 2, Physical Training 2 and 1 each for Embryology, English, Music, Interior Decoration, Philosophy, and Bacteriology.

2. What studies would you take more of than you did?

English 18, German 15, History 15, Psychology 13, Economics 12, Chemistry 11, Public Speaking 10, French 8, Sociology 7, Mathematics 7, Physics 5, Zoology 3, Philosophy 2, Sciences 2, Geology 2, Modern Language 2, Spanish 2, Government 2, and one each for Arithmetic, Biology, Art, Home Economics, Education, Physical Training, Pedagogy, Latin, Athletics, Mechanical Drawing, Commercial Law, Nature Study, English Literature and International Law.

3. What studies would you omit which you did take, were you to do it over again?

Education and School Administration 13, Mathematics 12, History 5, Greek 5, German 3, Latin 3, Sciences 2, Logic 2, Industrial Arts 2, English 2, Geology 2. Twelve other subjects received one vote each.

4. What studies would you take less of than you did?

Latin 6, Education and School Administration 5, Mathematics 4, Greek 3, German 3, Foreign Language 3, Botany 2, Chemistry 2, History 2, Physics 2, English 2, Sociology 2, Philosophy and Public Speaking one each.

5. Of all help which you got out of your college training, what do you consider of most value to you? (This may include several items.)

Summary of subjects receiving over 2 votes: Chemistry 13, English 9, Sociology 8, Physics 8, Economics 7, History 5, Psychology 5, Mathematics 5, Public Speaking 4, Agriculture 2, Latin 2, Physical Training 2, Philosophy 2, Student Activities 2; and twenty-seven other subjects received one vote each.

Conclusions:

Considering the subjects which have received at least two votes, all the studies which the graduates did not take but would take if they had to do it over are, with the exception of Home Economics and Accounting, traditional Liberal Arts subjects.

Similarly under question two the subjects which they would take more of are without exception Liberal Arts subjects.

Answers to questions three and four show that only six Liberal Arts studies would be omitted. As to Mathematics it is well known that this is a difficult subject for numerous persons. As to German it is evident from the returns that the desire of several persons to omit it was caused partly by the fact that these persons had less use for it than they anticipated due to the temporary eclipse of German caused by the war.

As to the returns under questions three and four, it is to be pointed out that the votes given to the Liberal Arts subjects here are far overbalanced by the favorable votes given them under questions one and two.

Under question five, also, the returns are wholly in favor of the traditional Liberal Arts subjects. It is interesting also to note that Student Activities received only two votes, while six individual student activities received only one vote each.

C. H. HANDSCHIN.

Secretary of the Board of Trustees

LOAN FUNDS

SUMMARY STATEMENT—STUDENT LOAN FUNDS—MARCH 31, 1922

Loan Fund	No. of Loans	No. of Different Students to Whom Loans Have Been Made	Original Gifts or Contributions to Date	Interest Earned on Investments	Interest Paid by Students	Interest Due from Students	Present Value of Fund	Loans Made	Loans Paid	Loans Outstanding
Patterson.....	143	88	\$ 5,000 00	\$ 2,562 50	\$ 321 12	\$ 23 86	\$ 7,817 48	\$ 6,851 25	* \$ 3,993 58	* \$ 2,767 67
Class of 1911.....	35	30	483 38	.....	76 44	2 27	562 09	1,530 00	978 50	551 50
Class of 1914.....	31	27	533 33	.....	114 29	6 15	653 77	1,571 46	905 00	666 46
Newman Scholarship.....	6	3	100 00	.....	12 21	4 10	116 31	175 00	75 00	100 00
Women's.....	71	37	6,730 66	.....	129 56	26 91	7,142 34	3,613 00	1,522 00	2,091 00
Whaling Aid.....	116	79	11,400 00	255 21	192 63	18 09	13,385 90	5,996 65	2,670 43	3,326 22
"W".....	12	11	500 00	1,775 18	34 99	17 16	544 65	635 00	110 00	525 00
Centennial.....	22	21	1,000 00	.....	29 43	1 49	1,030 92	1,120 00	100 00	1,020 00
M. I. M. A.....	3	3	160 00	.....	1 61	.....	163 11	160 00	.....	160 00
Wm. B. Wells.....	2	2	3,600 00	155 22	55	18	3,755 95	146 00	.....	146 00
Less duplications between funds.....	441	301	\$29,507 37	\$ 4,748 11	\$ 912 83	\$ 100 21	\$35,172 52	\$21,798 36	\$ 10,354 51	\$ 11,353 85
Net number of students to whom loans have been made.....		103								
		198								

*Notes of student, deceased, cancelled (\$90.00)

Patterson Loan Fund The Patterson Loan Fund, established in 1913 by Dr. James Ramsey Patterson, of the class of 1858, consists of an endowment of \$5,000, the interest only being available for loans. The basis on which these loans are made is at 2% interest during the student's undergraduate days and at 4% thereafter. The present status of the fund is as follows:

Overdraft April 1, 1921.....	\$	49 65
Receipts to March 31, 1922—		
Interest on loans	\$	72 77
Interest on investments		300 00
Loans paid by students		856 83
		<u>1,229 60</u>
Total	\$	1,179 95
Loans made to students.....		<u>1,154 00</u>
Cash balance March 31, 1922.....	\$	25 95

CUMULATIVE STATEMENT

Gift of Mr. James R. Patterson.....	\$	5,000 00
Interest received on investments to March 31, 1922.....		2,562 50
Interest received on loans to students.....		321 12
Interest accrued on loans to students.....		<u>23 86</u>
Total	\$	7,907 48
Less cancelled notes		<u>90 00</u>
Present value of fund.....	\$	7,817 48
Deposited in State Treasury under Sec. 7941 G. C.....	\$	5,000 00
Cash in University Treasury		25 95
Loans made to students	\$	6,851 25
Less loans paid by students.....		<u>3,993 58</u>
Total	\$	2,857 67
Less cancelled notes		<u>90 00</u>
Total		2,767 67
Accrued interest.....		<u>23 86</u>
Total	\$	7,817 48

PATTERSON LOAN FUND

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out- standing
3, 5	Notes cancelled (Death)		\$ 90 00	\$ 10 60	\$	\$	\$
1, 2, 4, 6, 7-28, 30-36, 37, 38, 41, 43, 44, 45, 46, 49- 57, 59, 62, 63, 66, 69, 70, 72, 73, 74, 75, 80, 81, 88, 94, 96, 101	Paid in full prior to	4- 1-21	2937 50	145 91	2937 50	....	....
29, 40, 47, 68, 77, 78, 86, 90, 95, 97, 100, 106, 116, 117, 118, 118A, 121, 122,	Paid in full prior to						
39	Kenneth Crawford	3-31-22	820 00	46 23	820 00	....	....
42	Francis Smith	6- 5-18	60 00	8 33	6 50	....	53 50
48	Francis Smith	8- 1-20	25 00	2 65	....	1 00	25 00
58	Vernon Drake	8- 1-20	25 00	1 73	9 75	....	15 25
60	Arthur Doll	1- 1-20	50 00	25	50 00	1 68	....
61	Ralph Fattig	1- 1-21	75 00	2 25	....	6 83	75 00
64	John W. Mitchell	1- 1-20	50 00	3 45	5 00	2 25	45 00
65	Bernard Stewart	11- 1-20	75 00	7 43	25 00	....	50 00
67	F. H. Berry	8- 1-19	65 00	3 98	34 00	1 20	31 00
71	Benj. V. Andrews	2- 1-21	100 00	9 16	....	....	100 00
76	Morris W. Hi'land	3- 1-19	50 00	4 68	2 50	....	47 50
79	Chester Murphy	8- 1-19	34 75	1 93	4 00	1 53	30 75
82	Rohe Walter	1- 1-22	100 00	5 83	....	66	100 00
83	Ralph Blanz	1- 1-22	50 00	2 75	....	50	50 00
84	Benj. V. Andrews	1- 1-22	100 00	7 50	1 33	99	98 67
85	Edw. Rowan	1- 1-23	50 00	4 75	....	....	50 00
87	Paul E. Hoffman	1- 1-22	25 00	1 76	....	....	25 00
89	Benj. V. Andrews	1- 1-22	25 00	38	....	1 51	25 00
91	Paul Hoffman	7- 1-23	30 00	2 70	....	....	30 00
92	F. H. Berry	9- 1-21	20 00	30	....	1 10	20 00
93	Benj. V. Andrews	9-30-20	50 00	3 37	13 00	....	37 00
98	K. W. Thompson	9- 1-20	50 00	3 59	....	....	50 00
99	Paul Hoffman	1- 1-21	30 00	2 01	....	....	30 00
102	John W. Hey	9- 1-20	35 00	15	....	2 05	35 00
103	Gilbert Stout	9- 1-21	75 00	2 65	....	....	75 00
104	Edw. Rowan	9- 1-21	50 00	1 75	....	....	50 00
105	Chester Murphy	9- 1-21	50 00	2 34	....	....	50 00
107	Arba V. Hawk	10- 1-21	50 00	1 92	40 00	14	10 00
108	John W. Hey	9-30-21	50 00	1 25	....	50	50 00
109	Russell Evans	7- 1-22	75 00	1 90	....	....	75 00
110	Charles Fellows	1- 1-22	100 00	2 50	....	....	100 00
111	Gilbert Stout	1- 1-23	75 00	1 89	....	75	75 00
115	Alva Taylor	7- 1-22	65 00	1 65	....	....	65 00
113	W. M. Everhart	4- 1-22	100 00	3 55	45 00	....	55 00
114	R. C. Nye	1- 1-23	50 00	2 33	....	....	50 00
115	Alfred O'Neil	10- 1-22	50 00	1 25	....	....	50 00
119	John W. Hey	1- 1-23	30 00	64	....	....	30 00
120	Paul Watts	1- 1-23	20 00	40	....	....	20 00
123	Paul H. Dunn	9-30-21	50 00	75	....	25	50 00
124	Charles Beachler	1- 1-23	50 00	1 00	....	....	50 00
125	John W. Hey	7- 1 23	50 00	75	....	....	50 00
126	Gilbert L. Stout	1- 1-24	50 00	75	....	....	50 00
127	Ralph Herr	9- 1-22	50 00	75	....	....	50 00
128	Charles Beachler	1- 1-24	25 00	25	....	....	25 00
129	Albert Helm	7- 1-24	44 00	44	....	....	44 00
130	Robert D. Wright	9- 1-24	35 00	35	....	....	35 00
131	Russell Evans	1- 1-23	15 00	15	....	....	15 00
132	Lewis Render	1- 1-25	75 00	75	....	....	75 00
133	J. Edwin Eades	1- 1-25	30 00	30	....	....	30 00
134	Charles Beachler	1- 1-23	50 00	50	....	....	50 00
135	Paul Welch	12-30-24	50 00	50	....	....	50 00
136	Robert D. Wright	6-30-24	50 00	25	....	....	50 00
137	Albert Grooms	12-31-22	50 00	50	....	....	50 00
		1- 1-23	40 00	33	....	....	40 00
		1- 1-24	50 00	25	....	....	50 00

PATTERSON LOAN FUND (Concluded)

No.	Loaned to	Date	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out- standing
138	Harold W. Blake .	1- 1-23	\$ 55 00	\$...	\$	\$ 28	\$ 55 00
139	W. C. Mitchell....	1- 1-24	70 00	70	.....	.....	70 00
140	A. J. Spangler ..	1- 1-24	35 00	35	.....	.....	35 00
141	J. Edwin Eades...	6- 1-25	40 00	40	.....	.....	40 00
142	Russell Evans ..	1- 1-26	75 00	75	.....	.....	70 00
	Miscellaneous Interest	.....	.....	1 46	.....	.....	.....
	Totals .....	.....	\$ 6851 25	\$ 321 12	\$ 3993 58	\$23 86	\$ 2767 67

143 loans have been made to 88 different students.

1911 This fund was established in 1911 by the class of
Loan Fund 1911. It is made up of the balance in the treasury of the class at their graduation, \$103.08, and of contributions made since. It is loaned to students at 2% while in college and 5 % after leaving college.

Overdraft April 1, 1921..... \$ 10 47
 Receipts to March 31, 1922—

Loans paid by students	\$ 295 00
Interest paid on loans.....	16 79
Contributions by members of Class of 1911.....	67 00
	<u>378 79</u>
Total.....	\$ 368 32
Loans made to students.....	<u>360 00</u>
Balance March 31, 1922 ..	\$ 8 32

CUMULATIVE STATEMENT

Contributions by members of Class of 1911.....	\$ 483 38
Interest received on loans.....	76 44
Interest due on outstanding loans	<u>2 27</u>
Present value of fund.....	\$ 562 09
Loans made to students	\$ 1,530 00
Loans paid by students.....	<u>978 50</u>
Total.....	\$ 551 50
Interest due	<u>2 27</u>
	\$ 553 77
Cash deposited in University Treasury.....	<u>8 32</u>
	\$ 562 09

CLASS OF 1911 LOAN FUND

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Outstanding
1-6, 8-12, 14, 15, 19, Paid prior to		4- 1-21	\$ 575 00	\$ 38 03	\$ 575 00	\$.....	\$.....
17, 20, 21, 22, 23, 25, 26							
Paid prior to		4- 1-22	370 00	13 10	370 00	.....	.....
7 Herbert Ellsworth		6-26-18	40 00	7 45	13 50	.....	26 50
13 Chester N. Murphy		2-15-21	60 00	4 55	.....	75	60 00
16 H. R. Grosvenor		10- 1-21	50 00	2 54	20 00	1 52	30 00
18 Edw. B. Rowan		1- 1-22	25 00	1 96	.....	.....	25 00
24 Y. Matsunagi		5- 1-21	50 00	1 25	.....	.....	50 00
27 W. M. Everhart		6- 1-23	50 00	2 60	.....	.....	50 00
28 Alva E. Taylor		1- 1-23	50 00	2 60	.....	.....	50 00
29 Raymond Vance		7- 1-23	50 00	50	.....	.....	50 00
30 Gilbert Stout		1- 1-23	25 00	25	.....	.....	25 00
31 Ralph Herr		1- 1-23	25 00	25	.....	.....	25 00
32 Albert Grooms		1- 1-24	35 00	36	.....	.....	35 00
33 Gilbert Stout		6-30-24	35 00	35	.....	.....	35 00
34 Albert Grooms		1- 1-23	40 00	40	.....	.....	40 00
35 Mark Schultz		1- 1-23	50 00	25	.....	.....	50 00
Total			\$ 1,530 00	\$ 76 44	\$ 978 50	\$ 2 27	\$ 551 50

35 loans have been made to 30 different students

1914

Loan Fund

This fund has been placed temporarily in the hands of the President to loan to students at 5½ % interest. The class plans to make some permanent disposition of the money at a later date.

Cash balance April 1, 1921 \$ 8 19
 Receipts to March 31, 1922—

Loans paid by students \$ 296 00

Interest paid on loans 21 97

Total..... \$ 317 97

\$ 326 16

Loans made to students 345 00

Overdraft, March 31, 1922 \$ 18 84

CUMULATIVE STATEMENT

Contributions by members of Class of 1914..... \$ 533 33

Interest received on loans 114 29

Interest accrued on loans 6 15

Present value of fund..... \$ 653 77

Loans made to students..... \$ 1,571 46

Loans paid by students 905 00

\$ 666 46

Accrued interest 6 15

672 61

Less overdraft March 31, 1922 18 84

\$ 653 77

CLASS OF 1914 LOAN FUND

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Outstanding
1, 2, 5, 7, 9, 11, 14, 15	Paid prior to.....	4-1-21	\$ 550 00	\$ 47 23	\$ 550 00	\$	\$.....
3, 6, 10, 17, 21, 22	Paid prior to.....	4-1-22	355 00	38 65	\$ 355 00	.....	.....
4	H. F. Ellsworth	6-1-20	36 46	8 35	.....	2 50	36 46
8	Rohe Walter	7-1-20	50 00	4 41	.....	1 65	50 00
12	Russell Duke	9-30-21	25 00	2 71	.....	.....	25 00
13	Charles Fellows	10-1-20	35 00	1 32	.....	88	35 00
16	Ethel G. Darst	1-1-22	25 00	2 66	.....	.....	25 00
18	John W. Davis	10-1-22	75 00	2 39	.....	.....	75 00
19	Russell Evans	9-30-23	25 00	88	.....	.....	25 00
20	Y. Matsunagi	3-1-21	50 00	3 14	.....	63	50 00
23	Charles G. Fellows	1-1-22	10 00	18	.....	26	10 00
24	Willis F. Garlough	4-1-22	50 00	50	.....	.....	50 00
25	Durward Dowden	9-1-22	25 00	25	.....	.....	25 00
26	Durward Dowden	12-30-22	50 00	50	.....	.....	50 00
27	Herbert Skinner	1-1-24	50 00	50	.....	.....	50 00
28	Elizabeth Beyerly	1-1-23	25 00	17	.....	.....	25 00
29	Harold Blake	1-1-23	20 00	.....	.....	10	20 00
30	Etta Fox	6-30-23	90 00	45	.....	.....	90 00
31	John Hey	1-30-23	25 00	.....	.....	13	25 00
Total			\$ 1,571 46	\$ 114 29	\$ 905 00	\$ 6 15	\$ 666 46

31 loans have been made to 27 different students.

Newman Mr. Harry Newman, ex '07, gave \$100 to the University for aiding worthy boys who need aid.
Scholarship

Cash balance April 1, 1921..... \$ 10 46

Receipts to March 31, 1922—

Interest on loans..... \$ 1 75
 Loans repaid..... 25 00

26 75

Total..... 37 21

Loans made to students 25 00

Cash balance March 31, 1922 \$ 12 21

CUMULATIVE STATEMENT

Gift by Mr. Harry Newman \$ 100 00

Interest paid on loans 12 21

Accrued interest on loans 4 10

Present value of fund \$ 116 31

Cash balance March 31, 1922 \$ 12 21

Loans made to students..... \$ 175 00

Loans paid by students..... 75 00

\$ 100 00

Accrued interest 4 10

\$ 116 31

NEWMAN SCHOLARSHIP LOAN FUND

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Outstanding
1-2-3	Paid in full prior to	4-1-21	\$ 50 00	\$ 1 96	\$ 50 00	\$.....	\$
4	Geo. H. Freeman	6-1-17	50 00	6 50	.....	3 85	50 00
5	Raymond A. Herman	7-1-20	50 00	3 75	25 00	.....	25 00
6	Albert Spangler	1-1-24	25 00	.....	.....	25	25 00
Total			\$ 175 00	\$ 12 21	\$ 75 00	\$ 4 10	\$ 100 00

6 loans have been made to 4 different students.

Women's Loan Fund

This fund was started in 1917 by contributions of alumni. It has since been increased by subscriptions of alumni thru the Alumni Loyalty Fund and was added to materially thru a gift of \$5,000 by Miss Alice Patterson and Mrs. Virginia Patterson Bishop. A total fund of at least \$10,000 is needed. The present status of the fund is as follows:

Cash balance April 1, 1921	\$ 93 42
Receipts to March 31, 1922—	
Gift of Miss Patterson and Mrs. Bishop.....	\$ 3,000 00
Interest on endowment.....	120 00
Interest on investments	4 24
Interest on loans to students	52 52
Loans repaid by students	547 25
	<hr/>
	3,724 01
Total	<hr/>
	\$ 3,817 43
Loans to students	\$ 893 00
Deposited in State Treasury under Sec.	
7941 G. C.....	3,000 00
	<hr/>
	3,893 00
Overdraft March 31, 1922.....	<hr/>
	\$ 75 57

CUMULATIVE STATEMENT

Contributions by students thru Student Govt. Assoc. . .	\$ 100 00
Contributions thru Alumni Loyalty Fund.....	1,599 66
Gifts of Miss Alice Patterson and.....	
Mrs. Virginia Patterson Bishop.....	5,000 00
Gift of Alethenai Literary Society.....	31 00
Interest received on loans	129 56
Interest received on investments	133 24
Interest received on endowments.....	121 97
Interest accrued on loans	26 91
	<hr/>
Present value of fund	\$ 7,142 34

Two—\$ 50.00 Liberty Loan Bonds \$ 100 00
 Deposited in State Treasury under Sec. 7941 G. C. 5,000 00
 Loans made to students \$ 3,613 00
 Less loans repaid 1,522 00

Accrued interest \$ 2,091 00
 26 91

7,217 91
 Less overdraft March 31, 1922 75 57

\$ 7,142 34

WOMEN'S LOAN FUND

No.	Loaned to	Date Due	Amt. of Loan	Interest Paid	Principal Paid	Int. Due	Loans Out-standing
1, 3-6, 7-12, 14, 17, 20, 23, 25, 41, 44	Paid in full prior to	4- 1-21	\$ 785 00	\$ 25 92	\$ 785 00	\$....	\$
2, 21, 22, 27, 31, 37, 46, 48, 54, 57, 59, 61	Paid in full prior to	4- 1-22	687 00	26 81	687 00	....	.....
13	Hazel Riley	1- 1-20	25 00	2 66	....	....	25 00
15	Hazel Riley	2- 1-21	50 00	4 91	....	....	50 00
16	Marjorie Stranahan	2-15-20	50 00	....	....	6 25	50 00
18	Hazel Riley	3- 1-21	75 00	7 28	....	....	75 00
19	Marjorie Stranahan	7- 1-19	25 00	....	5 00	2 50	20 00
24	Gretchen Marsh	1- 1-22	50 00	3 50	....	....	50 00
26	Ethel G. Darst	1- 1-22	75 00	5 16	....	....	75 00
28	Ruth Ev'l'n Cackett	1- 1-21	50 00	1 00	....	3 12	50 00
29	Myra Smith	1- 1-21	50 00	75	....	3 60	50 00
30	Hazel Riley	1- 1-22	50 00	4 17	....	....	50 00
32	Myra Smith	9-30-21	25 00	39	....	1 75	25 00
33	Hazel Riley	7- 1-22	30 00	2 45	....	....	30 00
34	Ruth Ev'l'n Cackett	9-30-20	25 00	39	....	1 58	25 00
35	Hazel Riley	7- 1-21	20 00	1 60	....	....	20 00
36	Myra Smith	1- 1-21	50 00	50	....	3 40	50 00
38	Ruth Ev'l'n Cackett	7- 1-21	75 00	1 14	....	4 50	75 00
39	Hazel Riley	1- 1-22	100 00	7 84	....	....	100 00
40	Vera Sturm	1- 1-22	50 00	3 00	....	....	50 00
42	Ethel G. Darst	1- 1-22	75 00	4 27	....	....	75 00
43	Hazel Riley	12-30-20	10 00	72	....	....	10 00
45	Gretchen Marsh	7- 1-22	45 00	2 49	....	....	45 00
47	Anna Streamas	1- 1-24	100 00	3 00	....	....	100 00
49	Mary F. Marfield	9-30-21	100 00	4 17	....	....	100 00
50	Helen M. Haller	7- 1-23	50 00	1 84	....	....	50 00
51	Ethel G. Darst	6-30-23	40 00	1 60	....	....	40 00
52	Mary F. Marfield	9-30-21	25 00	94	....	....	25 00
53	Dorothy Betz	9-30-21	50 00	1 12	45 00	....	5 00
55	Gretchen Marsh	1- 1-23	36 00	1 54	....	....	36 00
56	Vera Sturm	7- 1-22	36 00	97	....	21	36 00
58	Marg'r't Crayford	9- 1-22	45 00	94	....	....	45 00
60	Irene Ballard	1- 1-24	10 00	15	....	....	10 00
62	Irene Ballard	1- 1-24	100 00	1 00	....	....	100 00
63	Nancy G. Johnson	1- 1-24	104 00	1 04	....	....	104 00
64	Grace Kiernan	6- 1-23	60 00	60	....	....	60 00
65	Grace Kiernan	1- 1-23	40 00	40	....	....	40 00
66	Elizabeth Beyerly	1- 1-23	25 00	50	....	....	25 00
67	Mary Lee Page	6-30-22	75 00	75	....	....	75 00
68	Etta Fox	4- 1-23	45 00	45	....	....	45 00
69	Anna Streamas	6-30-24	85 00	85	....	....	85 00
70	Alice Woolery	4- 1-23	60 00	50	....	....	60 00
71	Alice Woolery	10- 1-23	50 00	25	....	....	50 00
Total			\$3,613 00	\$ 129 56	\$1,522 00	\$26 91	\$2,091 00

71 loans have been made to 37 students.

**The Laura L.
Ogden Whaling
Aid Fund**

The Whaling Aid Fund was established in 1918 by the will of Mrs. Laura L. Ogden Whaling, who bequeathed \$10,000 to establish this fund. The principal is to be invested and preserved by the University and the interest is to be used to loan to students. The money is loaned at 2% interest during the student's undergraduate days and at 4% thereafter, all interest payable quarterly. The present status of the fund is as follows:

Cash balance April 1, 1921.....	\$ 299 71
Receipts to March 31, 1922—	
Interest on investment	\$ 600 00
Interest paid on loans	78 10
Loans paid by students	857 78
	<hr/>
	1,535 88
Total ..	1,835 59
Loans made to students	1,794 00
	<hr/>
Cash balance March 31, 1922	\$ 41 59

CUMULATIVE STATEMENT

Original gift with interest to August 10, 1918	\$ 11,400 00
Net interest accrued on investments to March 31, 1922	1,775 18
Interest received on loans to students	192 63
Accrued interest on loans..	18 09
	<hr/>
	\$ 13,385 90

Deposited with the Treasurer of State under Sec. 7941

G. C.....	\$ 10,000 00
Cash in University Treasury.	41 59
Loans made to students	\$ 5,996 65
Less loans paid by students.....	2,670 43
	<hr/>
	3,326 22
Accrued interest	18 09
	<hr/>
	\$ 13,385 90

WHALING AID FUND

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out-standing
1-5, 7-10, 12, 13, 15-19, 21, 22, 24, 25, 26, 28, 29, 30, 32, 33, 36, 37, 39, 40, 41, 44, 46, 50, 51, 52, 54, Paid prior to		4- 1-21	\$1,734 65	\$ 59 22	\$ 1,734 65	\$	\$
88 Cancelled							
20, 31, 42, 43, 49, 55, 58, 60, 63, 66, 68, 82, 83, 87, 92, 93, Paid prior to		4- 1-22	674 00	26 57	674 00	.....	.....
6 Olaf Somdahl		1- 1-21	75 00	5 30	.....	.....	75 00
11 Harry Anderson		3- 1-21	100 00	10 50	.....	1 33	100 00
14 F. L. Dubbs		3-15-21	75 00	7 53	10 00	.....	65 00
23 Howard Klink		10- 1-19	50 00	2 12	39 00	14	11 00
27 Vernon Drake		7- 1-21	50 00	.....	.....	5 58	50 00
34 Edw. B. Rowan		10- 1-21	50 00	3 59	.....	.....	50 00
35 Frank Inloes		7- 1-22	35 00	2 81	.....	35	35 00
38 H. R. Grosvenor		1- 1-21	50 00	3 51	20 00	20	30 00
45 Francis Smith		1- 1-22	25 00	1 13	.....	83	25 00
47 Chas. G. Fellows		1- 1-22	35 00	1 32	.....	70	35 00
48 Ralph McGinnis		1- 1-22	150 00	8 25	100 00	29	50 00
53 Ruth E. Cackett		1- 1-22	34 00	17	.....	2 38	34 00
56 Robert M. Hale		9- 1-21	50 00	1 50	39 00	16	11 00
57 Ethel Darst		9- 1-21	60 00	2 63	20 00	.....	40 00
59 Gilbert Stout		1- 1-22	50 00	1 75	.....	.....	50 00
61 Edw. P. Curl		9- 1-21	75 00	2 25	.....	.....	75 00
62 Olaf Somdahl		9- 1-21	50 00	1 75	.....	.....	50 00
64 Chas. G. Fellows		10- 1-22	50 00	1 50	.....	50	50 00
65 John W. Hey		9-15-21	50 00	1 50	.....	.....	50 00
67 Chas. G. Fellows		1- 1-23	50 00	1 00	.....	1 25	50 00
69 Robert M. Hale		6- 1-22	50 00	1 50	.....	1 00	50 00
70 Ethel G. Darst		7- 1-22	50 00	2 25	.....	.....	50 00
71 John W. Hey		1- 1-22	25 00	88	.....	.....	25 00
72 Y. Matsunagi		3- 1-21	50 00	1 25	.....	25	50 00
73 Max M Bell		7- 1-22	50 00	1 99	3 78	.....	46 22
74 Chester N. Murphy		1- 1-22	50 00	1 50	.....	50	50 00
75 Clifford Sheard		9-30-21	60 00	1 75	.....	.....	60 00
76 Dorothy Betz		10- 1-21	100 00	3 50	.....	.....	100 00
77 Arba V. Hawk		9-30-22	35 00	89	.....	.....	35 00
78 Gretchen Marsh		1- 1-23	75 00	2 95	30 00	.....	45 00
79 Helen M. Haller		9- 1-23	50 00	2 00	.....	.....	50 00
80 Ethel Darst		1- 1-23	125 00	5 43	.....	.....	125 00
81 Vera Sturm		1- 1-23	25 00	75	.....	.....	25 00
84 Alfred O'Neil		1- 1-22	60 00	1 35	.....	.....	60 00
85 Chas. G. Fellows		7- 1-23	85 00	1 71	.....	85	85 00
86 Anna Streamas		1- 7-24	36 00	90	.....	.....	36 00
89 Chas. G. Fellows		7- 1-23	40 00	60	.....	80	40 00
90 Chester N. Murphy		7- 1-22	75 00	1 75	.....	75	75 00
91 Clyde Cahill		1- 1-23	50 00	1 50	.....	.....	50 00
94 Chas. A. Beachler		1- 1-25	75 00	76	.....	.....	75 00
95 John W. Hey		1- 1-24	50 00	50	.....	.....	50 00
96 Russell Evans		10- 1-23	50 00	50	.....	.....	50 00
97 Edward G. Moench		9- 1-22	50 00	1 00	.....	.....	50 00
98 Albert Helm		10- 1-22	40 00	40	.....	.....	40 00
99 Nelle Ansley		1- 1-23	30 00	30	.....	.....	30 00
100 Russell Evans		9- 1-24	50 00	50	.....	.....	50 00
101 Olaf Somdahl		6-30-23	40 00	40	.....	.....	40 00
102 Anna Coffin		1- 1-23	50 00	50	.....	.....	50 00
103 Gilbert Stout		6-30-23	50 00	50	.....	.....	50 00
104 H'l'n Pickelheimer		1- 1-23	100 00	1 00	.....	.....	100 00
105 Mark Terrill		12-30-23	25 00	25	.....	.....	25 00
106 Nelle Ansley		6-30-23	120 00	1 00	.....	.....	120 00
107 Carolyn Spence		6-30-23	90 00	75	.....	.....	90 00
108 Alice Woolery		12-30-22	90 00	75	.....	.....	90 00
109 Albert Helm		6-30-25	75 00	75	.....	.....	75 00
110 Lillian Shortridge		1- 1-23	46 00	.....	.....	23	46 00
111 Irene Ballard		1- 1-24	15 00	15	.....	.....	15 00

WHALING AID FUND (Concluded)

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Int. Due	Loans Out-standing
112	Esther Unger	1- 1-24	\$ 75 00	\$ 75	\$.....	\$	\$ 75 00
113	Elizabeth Beyerly..	4- 1-23	75 00	38	.....	.....	75 00
114	Nancy Johnson....	1- 1-24	46 00	23	.....	.....	46 00
115	Mabel White.....	1- 1-24	26 00	26	.....	.....	26 00
116	Ruth M. Wells ...	1- 1-24	15 00	15	.....	.....	15 00
117	Waldo Simenson..	6- 1-24	50 00	50	.....	.....	50 00
Total.....			\$5,996 65	\$ 192 63	\$2,670 43	\$ 18 09	\$3,326 22

116 loans have been made to 79 different students.

Loan Fund "W" An alumnus who requested that his identity not be made known established in 1919-20 a temporary loan fund to help meet the requests of students for loans. Recently the donor has indicated that the loan shall be considered a gift.

Cash balance April 1, 1921.....	\$ 151 72
Interest on loans to March 31, 1922	15 77
	<u>\$ 167 49</u>
Loans to students	165 00
	<u>\$ 2 49</u>
Cash balance March 31, 1922.....	

CUMULATIVE STATEMENT

Loan.....	\$ 500 00
Interest paid on loans to March 31, 1922.....	34 99
Accrued interest on loans.....	17 16
	<u>\$ 552 15</u>
Less interest paid to donor.....	7 50
	<u>\$ 544 65</u>
Present value of fund.....	
Cash balance March 31, 1922.....	\$ 2 49
Loans made.....	\$ 635 00
Loans repaid.....	110 00
	<u>525 00</u>
Accrued interest.....	17 16
	<u>\$ 544 65</u>

STUDENT LOAN FUND "W"

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out-standing
5,7,9	Paid in full prior to	4- 1-22	\$ 110 00	\$ 3 59	\$ 110 00	\$.....	\$.....
1	Myra Smith.....	1- 1-22	75 00	2 26	.....	7 91	75 00
2	Gretchen Marsh..	6-30-22	50 00	6 75	.....	.....	50 00
3	Ruth E. Cackett ..	7- 1-21	50 00	2 25	.....	4 50	50 00
4	Kenneth T'omps'n	10- 1-20	100 00	12 75	.....	.....	100 00
6	Myra Smith	1- 1-21	50 00	1 50	.....	4 75	50 00
8	Hazel Riley	6-30-22	35 00	4 24	.....	.....	35 00
10	Olaf Somdahl	6-30-23	75 00	75	.....	.....	75 00
11	Mabel S. White ..	12-31-23	40 00	40	.....	.....	40 00
12	Irene Ballard	1- 1-24	50 00	50	.....	.....	50 00
Total .....		.....	\$ 635 00	\$34 99	\$ 110 00	\$ 17 16	\$ 525 00

12 loans have been made to 11 different students.

Centennial Loan Fund The program of the Centennial Campaign includes an addition to the University Loan Funds. Prior to April 1, 1921, the Campaign Committee had authorized the transfer of \$500 to an account, "The Centennial Loan Fund," with the understanding that both principal and interest should be available for loans to students.

Cash balance April 1, 1921	\$ 251 38
Receipts to March 31, 1922—	
Appropriation (M. U. Centennial Bldg. Fund)	\$ 500 00
Loans paid by students.....	100 00
Interest paid on loans.....	28 05
	628 05
Total	\$ 879 43
Loans to students	870 00
Cash balance March 31, 1922	\$ 9 43

CUMULATIVE STATEMENT

Appropriation (M. U. Centennial Bldg. Fund).....	\$ 1,000 00
Interest received on loans	29 43
Interest accrued on loans.....	1 49
Present value of fund	\$ 1,030 92
Cash balance March 31, 1922.....	\$ 9 43
Loans made to students.....	\$ 1120 00
Loans paid by students	100 00
	1,020 00
Accrued interest	1 49
	\$ 1,030 92

CENTENNIAL LOAN FUND

No.	Loaned to	Date Due	Amount of Loan	Interest Paid	Principal Paid	Interest Due	Loans Out-standing
6,8	Paid in full prior to	4- 1-22	\$ 100 00	\$ 2 14	\$ 100 00	\$....	\$
1	Wm. G. Holladay..	1- 1-22	50 00	1 08	.....	50	50 00
2	John W. Hey.....	7- 1-22	25 00	63	.....	.....	25 00
3	Mary F. Marfield..	7-30-21	100 00	3 77	.....	.....	100 00
4	Russell Evans.....	7- 1-22	75 00	1 89	.....	.....	75 00
5	Ethel Darst.....	7- 1-23	100 00	3 83	.....	.....	100 00
7	Clyde Strickland..	1- 1-22	100 00	2 50	.....	.....	100 00
9	Willis F. Garlough	9-30-22	50 00	1 00	.....	.....	50 00
10	Clyde Cahill.....	1- 1-23	75 00	2 28	.....	.....	75 00
11	David D. Parker..	6- 1-22	100 00	3 10	.....	34	100 00
12	Gretchen Marsh...	6- 1-23	30 00	1 55	.....	.....	30 00
13	Wm. G. Holladay..	6- 1-22	50 00	1 75	.....	.....	50 00
14	Arba V. Hawk.....	6- 1-23	65 00	98	.....	65	65 00
15	Gilbert Stout.....	1- 1-22	30 00	60	.....	.....	30 00
16	Edw. Rowan.....	7- 1-22	25 00	75	.....	.....	25 00
17	Paul N. Watts....	9- 1-22	25 00	38	.....	.....	25 00
18	Durward Dowden..	9-30-22	25 00	25	.....	.....	25 00
19	Robert D. Wright..	1- 1-23	20 00	20	.....	.....	20 00
20	Brock Stewart.....	7- 1-22	30 00	30	.....	.....	30 00
21	Ralph Herr.....	1- 1-24	25 00	25	.....	.....	25 00
22	Anna M. Coffin....	1- 1-23	20 00	20	.....	.....	20 00
Total			\$ 1,120 00	\$ 29 43	\$ 100 00	\$1 49	\$ 1,020 00

22 loans have been made to 21 different students.

M. I. M. A. The sum of \$160 was given to the University by
Loan Fund the Miami Independent Men's Association for making loans to independent men. The conditions of the loan fund are that it shall be held as a separate fund for a period of five years and if not increased to \$500 by the end of this time it is to be merged into a general loan fund.

Receipts to March 31, 1922—

Gifts of Miami Independent Men's Association.....	\$ 160 00
Interest paid on loans.....	1 61
Interest paid on \$50.00 note given by M. I. M. A...	1 50
Total.....	\$ 163 11
Loans to students	160 00
Cash balance March 31, 1922.	\$ 3 11

CUMULATIVE STATEMENT

Gift of Miami Independent Men's Association.	\$ 160 00
Interest paid on \$50.00 note given by M. I. M. A.....	1 50
Interest paid on loans	1 61
Present value of fund... ..	\$ 163 11
Cash in University Treasury... ..	\$ 3 11
Loans made to students	160 00
Total.....	\$ 163 11

MIAMI INDEPENDENT MEN'S ASSOCIATION LOAN FUND

No.	Loaned to	Date Due	Amt. of Loan	Interest Paid	Out-standing Loans
1	Herbert Skinner.....	1- 1-24	\$ 50 00	\$.50	\$ 50 00
2	Charles Beachler.....	7- 1-24	35 00	.36	35 00
3	John Hey.....	6-30-23	75 00	.75	75 00
Total.....		.....	\$ 160 00	\$ 1.61	\$ 160 00

3 loans have been made to 3 students.

Wm. B. Wells Mr. William B. Wells designated Miami University
Loan Fund as the residuary legatee of his estate, providing that the amount received by the university should be used as a memorial to himself. Final disposition of the bequest has not been made by the Board of Trustees, but at the annual meeting in June, 1921, \$6,000 par value of Nashville Terminal Company stocks were set aside as the principal of a loan fund to be known as the William B. Wells Loan Fund.

Receipts to March 31, 1922—

Interest on investments	\$ 155 22
Interest on loans	55
Total	\$ 155 77
Loans to students	146 00
Cash balance March 31, 1922.....	\$ 9 77

CUMULATIVE STATEMENT

Part of bequest of Mr. Wm. B. Wells

designated by Board of Trustees as a Loan Fund.....	\$ 3,600 00
Interest received on investment to March 31, 1922	155 22
Interest received on loans	55
Interest accrued on loans	18
Present value of fund.....	\$ 3,755 95
6000 Nashville Terminal Bonds	\$ 3,600 00
Loans made to students.....	146 00
Cash in University Treasury	9 77
Accrued interest	18
Total	\$ 3,755 95

WILLIAM B. WELLS LOAN FUND

No.	Loaned to	Date Due	Amt. of Loan	Interest		Out-standing Loans
				Paid	Due	
1	Paul Watts.....	1-1-24	\$ 36 00	\$....	\$.18	\$ 36 00
2	Carolyn Spence.....	7-1-23	110 00	.55	.....	110 00
Total.....		.....	\$ 146 00	\$.55	\$.18	\$ 146 00

2 loans have been made to 2 students.

Boarding Department Statistics

TABLE I

BOARDING DEPARTMENT BUDGET FOR 1921-22 AS OF APRIL 1, 1922

Income

	Budget for Year	Total to Date	Balance
Regular boarders.....	\$105,000 00	\$ 95,896 00	\$ 9,104 00
Single meal tickets.....	1,500 00	1,631 05	—131 05
Banquets, etc.....	900 00	1,042 42	—142 42
Sale of swill.....	300 00	275 00	25 00
Miscellaneous breakage.....	.....	60	— 60
Sale of equipment, etc. ....	.....	91 11	— 91 11
Hospital board charges .....	.....	198 92	—198 92
Total.....	\$107,700 00	\$ 99,135 10	\$ 8,564 90

Expense

	Budget for Year	Total to Date	Balance
Food supplies..	\$ 75,600 00	\$ 62,606 80	\$ 12,993 20
Salaries	5,000 00	3,994 34	1,005 66
Wages	12,000 00	9,094 68	2,905 32
Rental of quarters.....	3,600 00	3,000 00	600 00
Extra wages.....	300 00	232 20	67 80
New equipment.....	1,000 00	5,663 09	—4,663 09
Replacement of equipment.....	2,500 00	2,378 72	121 28
Laundry.....	1,750 00	867 83	882 17
Fuel	600 00	606 64	— 6 64
Ice.....	600 00	460 70	139 30
Equipment repairs.....	500 00	214 43	285 57
Traveling expenses	250 00	118 82	131 18
Printing office supplies	100 00	77 10	22 90
Telephone and telegraph	125 00	104 77	20 23
Milk testing.....	50 00	6 90	43 10
Insurance premiums	75 00	26 42	48 58
Miscellaneous supplies.....	250 00	201 76	48 24
Incidentals	200 00	91 21	108 79
Bulletin	300 00	.....	300 00
Contingencies.....	2,000 00	.....	2,000 00
Annex construction	40 80	40 80	.....
Banquet food supplies.....	859 20	669 91	189 29
Total.....	\$107,700 00	\$ 90,457 12	\$ 17,242 88

Summary

	Balance
Total income to date.....	\$ 99,135 10
Total expenditures to date.....	90,457 12
Balance on operation.....	\$ 8,677 98
Less amount applied on construction of East Hall.....	5,000 00
Balance March 31, 1922	\$ 3,677 98

TABLE II

NUMBER OF PAID BOARDERS BY WEEKS FOR YEAR ENDING MARCH 31, 1922,
SHOWING COMPARISON WITH
CORRESPONDING PERIOD OF PREVIOUS YEAR
Second Semester

WEEK	Bishop		Hepburn		Annex	Commons		Total	
	1920 1921	1919 1920	1920 1921	1919 1920	1920 1921	1920 1921	1919 1920	1920 1921	1919 1920
12	152	143	152	144	...	241	228	545	515
13	152	146	152	144	100	239	228	543	518
14	151	180	152	162	100	242	316	645	658
15	151	181	156	170	100	238	320	645	671
16	151	179	156	172	100	236	302	643	653
17	151	183	157	174	90	235	314	633	671
18	154	192	157	167	90	222	296	623	655
Employees	30	30	25	25	14	37	33	106	88

SUMMER SESSIONS

First

WEEK	Bishop		Hepburn		Annex	Commons		Total	
	1921	1920	1921	1920	1921	1921	1920	1921	1920
1.....	120	147	128	135	114	161	233	523	515
2.....	129	162	128	144	106	193	260	556	566
3.....	233	160	128	143	....	175	255	536	558
4.....	229	167	123	147	....	193	244	545	558
5.....	228	161	123	153	..	183	247	534	561
6.....	232	164	127	148	....	171	247	530	559
Employees.....	33	28	18	24	....	24	35	75	87

Second

WEEK	Bishop		Hepburn		Annex	Commons		Total	
	1921	1920	1921	1920	1921	1921	1920	1921	1920
1.....	179	182	....	....	....	....	....	....	....
2.....	178	203	....	...	....	....	....	....	....
3.....	177	185	....	....	....	....	....	....	....
4.....	177	185	....	....	....	....	....	....	....
5.....	166	180	...	....	....	....	....	....	....
Employees.....	24	25	....	....	....	....	....	....	....

First Semester

WEEK	Bishop		Hepburn		East Hall	Commons		Total	
	1921 1922	1920 1921	1921 1922	1920 1921	1921 1922	1921 1922	1920 1921	1921 1922	1920 1921
1.....	289	158	151	149	...	295	307	735	614
2.....	296	158	151	149	...	315	285	762	592
3.....	296	175	151	164	...	315	287	762	626
4.....	312	172	167	158	...	300	285	779	615
5.....	299	173	154	170	...	312	272	765	615
6.....	294	175	160	162	...	301	281	755	618
7.....	290	165	154	154	...	288	274	732	593
8.....	298	168	157	158	...	293	270	748	596
9.....	295	168	153	158	...	270	270	718	596
10.....	293	165	154	159	...	267	263	714	587
11.....	290	168	149	158	...	256	266	695	592
12.....	294	168	149	157	...	265	270	708	595
13.....	292	168	149	157	...	261	270	702	595
14.....	292	163	149	154	...	252	221	693	528
15.....	130	163	149	154	215	259	221	753	538
16.....	130	160	147	158	210	203	253	690	571
17.....	128	161	146	158	208	186	255	668	574
18.....	128	159	146	154	208	137	252	619	565
Employees.....	23	30	25	25	28	24	37	100	92

Second Semester

WEEK	Bishop		Hepburn		East Hall	Commons		Total	
	1921 1922	1920 1921	1921 1922	1920 1921	1921 1922	1921 1922	1920 1921	1921 1922	1920 1921
1.....	128	159	146	159	208	137	219	619	537
2.....	125	152	141	157	200	178	242	644	551
3.....	124	152	141	157	199	171	249	635	558
4.....	142	152	141	157	199	144	249	626	558
5.....	142	150	140	159	202	145	248	629	557
6.....	146	150	139	159	212	144	248	641	557
7.....	140	152	140	154	209	141	250	630	556
8.....	140	145	145	162	209	136	229	630	536
9.....	141	148	145	162	202	132	229	620	539
10.....	142	156	144	162	211	134	243	631	561
11.....	142	152	144	160	211	134	238	631	550
Employees	23	30	25	25	28	24	37	100	92

TABLE III

QUANTITIES AND COST OF FOOD ITEMS USED BY BOARDING DEPARTMENT
JULY 1, 1920—JUNE 30, 1921

ITEM	Quantity	Cost
MEAT		
Beef, pounds	37,486 ¹ / ₂	\$ 8,374.85
Pork, pounds	8,485	2,241.68
Sausage, pounds	2,810	482.26
Dried beef, pounds	1,770	560.42
Ham, pounds	10,750 ⁵ / ₈	2,809.26
Bacon, pounds	771 ¹ / ₄	185.45
Frankfurters, pounds	3,326	578.01
Boiled ham, pounds	378	94.42
Veal, pounds	1,003	354.10
Mutton, pounds	1,534 ² / ₃	342.04
Liver, pounds	120 ¹ / ₁₂	142.90
Fish, pounds	1,248 ¹ / ₂	257.18
Oysters, gallons	48	115.20
Chicken, pounds	1,592	623.95
SUGAR		
Brown sugar, pounds	611	56.14
Granulated sugar, pounds	27,062 ¹ / ₄	3,194.04
Loaf sugar, pounds	40 ³ / ₄	4.58
Powdered sugar, pounds	192	22.67
CREAM		
Cream, pints	190 ¹ / ₂	94.33
Milk powder, pounds	9 ¹ / ₂	3.23
FRESH VEGETABLES		
Potatoes, pounds	139,265 ¹ / ₄	3,637.37
Sweet potatoes, pounds	17,055	675.77
Cabbage, pounds	10,234	427.28
Turnips, pounds	108	6.92
Carrots, pounds	505	26.12
Celery, pounds	596 ³ / ₄	377.84
Lettuce, pounds	1,166 ³ / ₄	575.79
Lettuce head, bushels	72	
Parsley, bunches	1,420	73.83
Radishes, bunches	337	84.39
Beets, pounds	293	7.04
Onions, pounds	4,228 ³ / ₄	133.82
Corn, dozen	85	13.21
Beans, quarts	46	34.53
Beans, bushels	16	
Cauliflower, bushels	44 ¹ / ₂	113.01
Tomatoes, pounds	2,852 ¹ / ₂	120.17
Cucumbers, dozen	209	251.34
Mangoes, dozen	223 ³ / ₄	68.02
Rhubarb, pounds	80	2.80
FRESH FRUITS		
Oranges, dozen	3,358 ² / ₃	1,212.52
Bananas, pounds	12,772 ¹ / ₄	1,431.74
Lemons, dozen	593 ⁵ / ₁₂	119.19

TABLE III (Continued)

ITEM	Quantity	Cost
Apples, pounds	16,672 $\frac{1}{4}$	\$ 639.20
Grape Fruit	8,343	531.03
Cranberries, quarts	256 $\frac{1}{2}$	41.50
Strawberries, quarts	331	92.04
Peaches, bushels	3 $\frac{1}{2}$	2.35
Pears, bushels	$\frac{1}{2}$	1.15
Grapes, baskets	231	166.85
Plums, baskets	36	34.90
FLOUR AND MEAL		
Flour, sacks	567 $\frac{1}{2}$	693.27
Corn meal, pounds	271	9.48
Graham flour, pounds	71 $\frac{1}{2}$	4.37
Barley and cracker meal, pounds	161 $\frac{3}{4}$	16.70
CANNED FRUITS		
Apples, cans	1,418	651.30
Peaches, cans	1,118	781.31
Plums, cans	472	332.40
Pears, cans	819	765.41
Cherries, cans	541	536.04
Blackberries, cans	27	30.38
Apricots, cans	1,341	381.56
Pineapple, cans	1,253	1,268.14
Grapes, cans	211	234.66
DRIED FRUITS AND NUTS		
Prunes, pounds	1,420 $\frac{3}{4}$	260.39
Peaches, pounds	439 $\frac{1}{4}$	116.28
Apricots, pounds	1,181 $\frac{1}{4}$	362.04
Raisins, packages No. 8	464	132.17
Dates, packages	176	26.68
Figs, packages	5 $\frac{3}{4}$	2.70
Peanuts, pounds	151 $\frac{3}{4}$	24.56
Walnuts, pounds	87 $\frac{3}{4}$	41.79
CANNED VEGETABLES		
Corn, cans	4,676	684.73
Peas, cans	4,824	1,104.04
Beans, cans	1,397	824.41
Beets, cans	1,095	205.04
Tomatoes, cans	905	479.19
Spinach, cans	337	188.14
Rhubarb, cans	67	29.91
Asparagus, cans	842	746.91
Mushrooms, cans	2	1.20
Pumpkins, cans	35	7.88
Sauerkraut, cans	61	25.01
Swiss chard, cans	120	34.97
Infants food, packages	7	3.20
Molasses, cans	351 $\frac{3}{4}$	262.67
Cocoonut, packages	96 $\frac{3}{8}$	23.12
Gelatine, boxes	148 $\frac{1}{4}$	49.65

TABLE III (Continued)

ITEM	Quantity	Cost
Tapioca, pounds	158 ¹ / ₂	\$ 18.30
Yeast, cakes	187	5.75
Tomato Puree, cans	350	182.64
Soups, cans	771	85.26
Marshmallows, packages	55	10.60
Ice cream, gallons	3,508	3,652.48
Cakes, pounds	2,485	
Cakes, dozens	339	859.12
Cakes, boxes	5	
Macaroni and spaghetti, pounds	1,596 ³ / ₄	125.65
Noodles, boxes	12	2.10
Bread, loaves	39,550	4,756.51
Cereals and Toasties, etc., packages	3,730	
Cereals and Toasties, etc., pounds	482	702.48
Crackers, pounds	690 ¹ / ₂	113.33
Doughnuts, dozens	499	76.29
Rolls, dozens	5,809 ¹ / ₂	764.56
Soap, pounds and bars	10,205	883.49
Dutch cleanser, cans	31	4.44
Sal soda, pounds	5,716 ¹ / ₂	130.11
Pudding powder, pounds	42	14.88
Mince meat, pounds	152	38.00
Candles, dozens	111 ¹ / ₂	19.77
Matches, boxes	45	3.65
Paper plates, hundreds	229 ¹ / ₂	97.70
Paper napkins, hundreds	201 ¹ / ₂	31.27
Paper doilies, hundreds	110 ² / ₃	7.92
SPICES—FLAVORS		
Salt, sacks	1,207	81.36
Pepper, pounds	125	29.97
Vinegar, gallons	488 ¹ / ₄	135.14
Baking powder, pounds	312 ¹ / ₂	60.81
Cream of tartar, pounds	⁷ / ₈	.56
Soda, pounds	115	4.21
Corn starch, pounds	2,548 ³ / ₄	134.16
Onion salt, bottles	3	.38
Paprika, pounds	13 ¹ / ₄	10.09
Nutmeg, pounds	10 ¹ / ₄	5.80
Cloves, pounds	5 ¹ / ₂	3.61
Cinnamon, pounds	22 ¹ / ₈	6.08
Ginger, pounds	6 ⁵ / ₈	2.04
Vanilla, pints	74	62.82
Lemon, pints	31 ³ / ₄	34.70
Sweet pickles, dozens	91 ¹ / ₂	19.44
Sour pickles, dozens	193 ¹ / ₆	32.08

TABLE III (Concluded)

Item	Quantity	Cost
Mixed pickles, pounds	3,044 ¹ / ₂	\$ 488.27
Horse radish, gallons	22	22.60
Olives, bottles	145	117.21
Pimientoes, cans	442	93.12
Marashino cherries, bottles	47 ³ / ₄	21.94
Catsup, gallons	149	93.14
Grape juice, bottles	193 ¹ / ₂	94.15
Chili sauce, bottles	18	3.86
Peanut butter, pounds	299 ⁷ / ₈	66.97
Salad oil, pints	46 ¹ / ₂	20.35
Cherry quench, bottles	71 ¹ / ₂	29.90
Mustard—prepared, jars	7	5.40
Cheese, pounds	1,516 ¹ / ₂	405.06
Loganberry juice, bottles	48	21.76
Fluff-up, pounds	59 ⁷ / ₈	27.57
Preserves, pounds	3,715	780.38
Apple butter, gallons	370	186.86
Jellies and honey, pounds	501	133.98
Coffee, pounds	1,570 ¹ / ₃	343.54
Tea, pounds	201 ¹ / ₂	74.56
Cocoa, pounds	1,395	282.98
Salmon, cans	5,658	479.56
Pilchards, cans	655	108.29
Sardines, cans	824	53.57
Lard, pounds	2,392 ¹ / ₂	377.93
Crisco, pounds	3	.92
Rice, pounds	1,114 ¹ / ₂	115.44
Hominy, pounds	7 ¹ / ₂	.45
Navy beans, pounds	3,524 ¹ / ₂	219.82
Lima beans, pounds	1,488 ¹ / ₄	163.23
Cereals—Ralstons, etc., pkgs	1,581 ¹ / ₄	269.46
Milk, gallons	18,596 ³ / ₈	6,808.84
Condensed milk, cans	1,431	192.00
Butter, pounds	17,112 ¹ / ₄	4,751.32
Eggs, dozen	5,666 ¹ / ₄	226.91
Total		\$ 74,957.02

TABLE IV

COMPARATIVE REPORT SHOWING LOSS AND BREAKAGE OF EQUIPMENT

Commons

	Sept.-Dec.-1919				Sept.-Dec.-1920				Sept.-Dec.-1921				Money Loss
	Total Pieces Charged	Inv.	Loss	Per cent Loss	Total Pieces Charged	Inv.	Loss	Per cent Loss	Total Pieces Charged	Inv.	Loss	Per cent Loss	
Dishes	4515	3610	914	20 2	3444	2568	876	25 4	4299	2512	1791	40 7	\$488 27
Silverware	2226	2232	20	1 0	2289	2151	138	6 0	2149	2055	94	4 0	37 48
Glassware	929	711	223	24 0	853	720	133	15 5	1295	660	635	49	65 67
Kitchen equipment....	455	433	26	5 7	443	421	25	5 6	487	426	70	14 3	73 50
Dining room	396	386	22	5 5	447	434	13	2 9	358	361	.....	.....	.....
Linen	1165	1057	108	9 2	1076	976	103	9 5	1125	895	237	21	73 33

Bishop Hall

	Sept.-Dec.-1919				Sept.-Dec.-1920				Sept.-Dec.-1921				Money Loss
	Total Pieces Charged	Inv.	Loss	Per cent Loss	Total Pieces Charged	Inv.	Loss	Per cent Loss	Total Pieces Charged	Inv.	Loss	Per cent Loss	
Dishes	3124	2781	457	14 6	2278	1989	306	13 4	3888	2846	1096	28 1	\$240 97
Silverware	1160	1127	33	2 8	1164	1124	50	4 2	1083	1059	25	2 3	10 71
Glassware	570	560	16	2 8	666	398	268	40 2	521	462	59	11 3	6 40
Kitchen equipment....	533	501	62	11 6	537	530	22	4 2	588	555	37	6 3	37 04
Dining room	222	228	.....	.....	228	228	.....	.....	274	274	.....	.....	.....
Linen	747	545	203	27 1	647	592	55	8 5	1163	718	450	38 6	283 34

Hepburn Hall

	Sept.-Dec.-1919				Sept.-Dec.-1920				Sept.-Dec.-1921				Money Loss
	Total Pieces Charged	Inv.	Loss	Per cent Loss	Total Pieces Charged	Inv.	Loss	Per cent Loss	Total Pieces Charged	Inv.	Loss	Per cent Loss	
Dishes	3841	3195	652	16	2251	1724	529	23 5	2378	1972	406	17	\$101 36
Silverware	1395	1316	79	5 6	1239	1174	66	5 3	1284	1257	28	2 1	19 23
Glassware	571	409	162	28 3	542	362	180	30 1	503	331	172	34 1	15 50
Kitchen equipment....	517	493	25	4 8	481	446	39	8 1	588	555	37	6 3	37 04
Dining room	282	286	2	7	280	279	2	7	280	269	12	4 2	.....
Linen	793	717	76	9 5	700	352	348	49 7	715	400	315	44	329 15

SUMMARY OF PER CENT LOSS

1919.....	13 21	1920.....	16 16	1921.....	24 00
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TABLE V
INVENTORY OF EQUIPMENT AS OF JANUARY 1

	Bishop	Hepburn	Commons	East	Total
Dishes	\$ 708 15	\$ 562 14	\$ 651 68	\$1,491 79	\$ 4,685 07
Silverware	366 12	506 73	764 58	287 49	1,924 92
Glassware	57 44	46 80	110 51	64 12	278 87
Kitchen equipment	2,108 68	1,625 93	2,312 63	2,838 41	8,885 65
Dining room equipment	809 39	680 34	1,069 77	1,443 75	4,003 25
Linen	478 12	314 44	431 84	131 88	1,356 28
Total	\$4,527 90	\$3,736 38	\$5,341 01	\$6,257 44	\$ 19,862 73

TABLE VI
PROPOSED BUDGET FOR 1922-23 FOR JOINT OPERATION OF
"EAST" AND "WEST" HALLS

Income

	East Hall	West Hall	Total
Room rent.....	\$ 9,000 00	\$ 9,400 00	\$ 18,400 00
Boarding Department rental	1,200 00	.....	1,200 00
Total.....	\$ 10,200 00	\$ 9,400 00	\$ 19,600 00

Expense

	East Hall	West Hall	Total
Salaries	\$ 300 00	\$ 300 00	\$ 600 00
Janitors and maids.....	1,000 00	1,000 00	2,000 00
Heat	1,749 00	1,458 00	3,207 00
Light	800 00	550 00	1,350 00
Water	400 00	275 00	675 00
Insurance	320 70	216 66	537 36
General supplies.....	350 00	250 00	600 00
Repairs	400 00	300 00	700 00
Incidentals	400 00	300 00	700 00
Equipment	500 00	600 00	1,100 00
Salary of carpenter	50 00	50 00	100 00
Contingencies	930 30	100 34	1,030 64
Payment of note on account purchase of lot.....	.....	1,000 00	1,000 00
Payment on deferred cost of construction West Hall ...	3,000 00	3,000 00	6,000 00
Total.....	\$ 10,200 00	\$ 9,400 00	\$ 19,600 00

TABLE VII

STUDENT HEALTH FEES BUDGET FOR 1921-1922 AS OF APRIL 1, 1922

Income

	Budget for Year	Total to Date	Balance
Medical fees	\$ 8,600 00	\$ 8,647 20	\$ 47 20
Hospital charges	1,150 00	958 31	191 69
Total	\$ 9,750 00	\$ 9,605 51	\$ 144 49

Expense

	Budget for Year	Total to Date	Balance
Salaries	\$ 6,058 33	\$ 4,483 33	\$ 1,575 00
Wages:			
Professional	350 26	350 26	...
Maids, etc.	500 00	343 75	156 25
Clerical	125 00	80 03	44 97
Supplies:			
Medical	700 00	500 53	199 47
General	120 00	78 74	41 26
Ice	50 00	22 34	27 66
Laundry	350 00	195 34	154 66
Board charges	165 00	100 91	64 09
Telephone rental, etc.	75 00	34 13	40 87
Traveling expenses	91 68	91 68	.....
Equipment	400 00	278 62	121 38
Repairs to equipment	75 00	42 82	32 18
Taxi service	75	75	.....
Dues	5 00	5 00	.....
Extra room rent	110 00	40 00	70 00
Reserve	573 98	573 98
Total	\$ 9,750 00	\$ 6,648 23	\$ 3,101 77

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